



## Northbourne Park School

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

Author	Issue date	Review date	Purpose	Scope	Agreed by
Deputy Head	Sept 2019	Sept 2020	Academic	PSHEE Teachers	Headmaster
Deputy Head	Sept 2020	Sept 2021	Academic	PSHE Teachers	HM
Deputy Head	Sept 2021	Sept 2022	Academic	PSHE Teachers	HM

Please read this document in conjunction with the *NPS Curriculum Policy*.

#### Document Purpose

This policy reflects the values and philosophy of Northbourne Park School in relation to all aspects of the school's planned provision to promote the children's personal and social, health, well-being and economic education. It gives a framework to which all teaching and non-teaching staff work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the Main Themes for each year group which give details of what pupils in each age group will cover.

#### Audience

This policy document which is agreed by the whole staff and the *NPS Education Committee of the Governors* every two years and is published for all Teaching Staff and Governors on the School Intranet.

#### Subject Purpose

This subject is about emotional well-being, knowing who you are and where you fit in, and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn and develop talents and interests to the maximum whilst at this school and in preparation both for senior schools and for later life. It also recognises the importance of economic awareness in PSHE education.

#### Subject Aims

Our aims are to provide experiences and learning which will enable children to develop the self-awareness, positive self-esteem and confidence to:

1. stay as healthy as possible
2. keep themselves and others safe
3. have worthwhile and fulfilling relationships
4. respect the differences between people
5. develop independence, responsibility initiative and personal confidence
6. play an active role as members of a democratic society making pupils aware of the importance of team work, community values and economic factors which may influence their lives.
7. make the most of their own and others' abilities

Education for citizenship comprises of three related strands:

- **Social and moral responsibility.** Pupils learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- **Community involvement.** Pupils learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- **Political literacy.** Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.
- **The School Forum** provides all children with a voice to address and present issues in a democratic environment where they can be sure of being heard. Every term each class elects a representative who is responsible for putting forward class issues to the School Forum.

### Curriculum Planning

As an independent IAPS school we adhere to the *Independent Schools Standards Regulations* (2015). Whilst we do not follow the IAPS 'The Prep School Curriculum 3-13' or the National Curriculum (2014), we do have knowledge of and pay due regard to both of these curricula in formulating and modeling our own PSHEE curriculum. RSE is taught within the PSHE curriculum.

### Curriculum and School Organisation

PSHEE is a cross-curricular subject and opportunities exist throughout the curriculum for promoting pupils' personal, social, physical and spiritual and emotional development. NPS teachers are aware of the cross-curricular nature of this subject and through other curricular lessons, assemblies, boarding and EYFS, actively promote PSHE education when relevant.

Every class has one formal PSHE lesson per week taught by the Class / Form Tutor. This allows pupils to raise PSHE related issues in both a formal PSHEE lesson and as part of the morning Form Tutor period.

PSHE lessons, and Form Periods, enable all pupils to debate and present any issues which arise to the **School Forum** which meets two or three times per year.

There are different forms of curriculum provision for PSHE and citizenships:

- Discrete curriculum time: PSHE/Leadership programme
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas:
  1. **English** – skills in enquiry and communication, stories that illustrate aspects of personal and social development. Work through drama for Years 5 and 6.
  2. **Mathematics** – aspects of financial capability, counting and sharing.
  3. **Sex and Relationships Education** – will be taught in P.S.H.E. curriculum time and through the Science curriculum.

4. **Science** – drugs (including medicines), sex, health including healthy eating, safety and the environment.
5. **ICT** – communication with others via e-mail, finding information on the internet and checking its relevance. Safe use of ICT, embedding e-safety issues into the ICT curriculum.
6. **History** – use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
7. **Geography** – topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
8. **Art and Design** – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
9. **Music** – making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
10. **Physical Education** – teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
11. **R.E.** – religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
12. **Design and Technology** – health and safety, realising that people have needs as they generate design ideas, use of technology.
13. **Through PSHE and Citizenship activities and school events.**  
Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

### **LDD/SEN/Differentiation**

Where special educational needs are identified, teachers will provide pupils with appropriately challenging work at each key stage in line with the National Curriculum. Every effort is made to ensure that the activities and experiences are differentiated to include every pupil.

Please refer to the *NPS SEN Policy*, *NPS SEN Register*, the *NPS Inclusion in the Classroom Policy* and the *NPS Gifted and Talented Policy* for further information.

### **Teaching Methods, Class Organisation and Teaching Style**

Teaching methods vary according to the age, ability and experience of the children and the subject taught. Circle time, scenario boards, stories, assemblies, role play and group discussion all form part of our PSHE provision.

At Northbourne Park, Form Tutors are responsible for the organisation of their own Form. The school encourages different teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the School's PSHE provision. Teachers provide children with the opportunity to work as a class, as individuals and as part of a group.

To facilitate pupils learning in PSHE and citizenship the teacher will:

- Make the Learning Objective purpose of each lesson clear
- Provide the pupils with opportunities to work as a class, as part of a group and individually
- Provide appropriate learning experiences that are planned and meet the needs of **all** the pupils in the class
- Provide learning experiences that draw on the pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding
- Give time to pupils to reflect, consolidate and apply their learning
- Develop a safe and secure classroom climate
- Be aware of staff training needs and opportunities

In the Early Years Foundation Stage, children are immersed within the Development Matters, Early Years Foundation Stage Framework and the Early Years Outcomes throughout their time in Nursery and Reception. Their communication, emotions and developments are recorded and photographed on an everyday basis.

### **Independent Learning**

PSHE teachers encourage pupils to develop as independent learners from an early stage by raising their confidence and self-esteem so that they are enabled in terms of reflecting on their own experiences and can better understand how they are developing personally and socially. They should be aware that they have responsibilities, rights and duties as individuals and members of communities and as such their contribution is important and valued.

### **Assessment**

Pupils do not pass or fail in PSHE but have the opportunity to reflect on their own learning and personal experiences and to set personal goals, agreeing strategies to reach them. This process of assessment has a positive impact on pupil's self-awareness and self-esteem.

### **Resources**

The PSHE Association have published a framework that covers all of the statutory requirements for PSHE and RSE. The framework has been distributed to all form teachers/ tutors.

The framework enables the teacher to:

- Be free to build on what they do in a flexible innovative ways
- Ensure that all of the subject matter is relevant to pupils, connecting with their interests and experiences
- Encourage pupils to investigate and think critically about issues of current interest, using problem-solving, reasoning and evaluation skills
- Relate the subject matter to pupils' abilities and backgrounds

- provide pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in their schools and the wider community

The framework has links to resources attached.

Staff share resources.

### **Health and Safety**

A variety of trips and events take place in conjunction with the Leadership aspect of PSHE and Citizenship. All teachers are aware of health and safety implications, and risk assessment documents are completed where appropriate.

### **INSET Provision**

*See NPS INSET Policy.*

### **Equal Opportunities**

*See NPS EQUAL Opportunities Policy.*

*Appendix below.*

PSHE EDUCATION: LONG-TERM OVERVIEW – CROSS-PHASE MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Yr 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences	<b>Emotional wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others	<b>Staying safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	<b>Economic wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	<b>Physical health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	<b>Economic wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	<b>Staying healthy:</b> Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help

Year 5	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project – <i>CROSS-YEAR, GROUP WITH Y7</i>	<b>Growing and changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project – <i>CROSS-YEAR, GROUP WITH Y5</i>	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<b>Friendships and diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

## YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
	<b>Families and friendships</b>  Roles of different people; families; feeling cared for  PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children’s lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tel them — if they are worried about something in their family</li> </ul>	



<b>Spring</b> — Living in the wider world	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission  PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful  PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	
	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment  PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>	

<b>Spring</b> — Living in the wider world	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online  PoS Refs: L7, L8	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
	<b>Money and Work</b> Strengths and interests; jobs in the community  PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	
<b>Summer</b> — Health and	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety  PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	
	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong  PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	

	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"><li>• how rules can help to keep us safe</li><li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li><li>• basic rules for keeping safe online</li><li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li></ul>	
--	---	--	--

## YEAR 2 – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn – Relationships	<b>Families and friendships</b> Making friends; feeling lonely and getting help  PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	
	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions  PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	

**Belonging to a community**  
Belonging to a group; roles and responsibilities; being the same and different in the community  
PoS Refs: L2, L4, L5, L6

- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
- about different rights and responsibilities that they have in school and the wider community
- about how a community can help people from different groups to feel included
- to recognise that they are all equal, and ways in which they are the same and different to others in their community

<b>Spring</b> — Living in the wider world	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information  PoS Refs: L8, L9	<ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>that information online might not always be true</li> </ul>	
	<b>Money and Work</b> What money is; needs and wants; looking after money  PoS Refs: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>how money can be kept and looked after</li> <li>about getting, keeping and spending money</li> <li>that people are paid money for the job they do</li> <li>how to recognise the difference between needs and wants</li> <li>how people make choices about spending money, including thinking about needs and wants</li> </ul>	
<b>Summer</b> — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help  PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> <li>why sleep and rest are important for growing and keeping healthy</li> <li>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>about food and drink that affect dental health</li> <li>how to describe and share a range of feelings</li> <li>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>how to manage big feelings including those associated with change, loss and bereavement</li> <li>when and how to ask for help, and how to help others, with their feelings</li> </ul>	
	<b>Growing and changing</b> Growing older; naming body parts;	<ul style="list-style-type: none"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> </ul>	

	<p>moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"><li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li><li>• about change as people grow up, including new opportunities and responsibilities</li><li>• preparing to move to a new class and setting goals for next year</li></ul>	
--	---	---	--

**Keeping safe**

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say



## YEAR 3 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn 1	<b>Friendships:</b> Making and maintaining healthy relationships and friendships; Similarities and differences  PoS refs: H16, H25, H36, R10, R11, R20, R30, R31, R32	<ul style="list-style-type: none"> <li>• about the importance of friendship</li> <li>• about what makes a good friend</li> <li>• how to build positive and healthy friendships</li> <li>• how to solve disagreements and conflicts</li> <li>• to recognise hurtful behaviour and bullying, and how to get help</li> <li>• to respect and accept differences and appreciate similarities between people</li> </ul>	
Autumn 2	<b>Emotional wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others  PoS refs: H16, H17, H18, H19, H20, H21	<ul style="list-style-type: none"> <li>• about different feelings and emotions people experience</li> <li>• how feelings and emotions can change and what helps people to feel good</li> <li>• why expressing feelings and emotions is important</li> <li>• to manage feelings and emotions in different situations</li> <li>• how to get help, advice and support with feelings and emotions</li> </ul>	

<p><b>Spring 1</b></p>	<p><b>Staying safe:</b>  Trusted people and feeling safe; Keeping secrets and when to break confidentiality;  Recognising and reporting feeling unsafe</p> <p>PoS refs: R22, R24, R26, R27, R28, R29, R31</p>	<ul style="list-style-type: none"> <li>• about trusted people and everyone's right to be treated with respect</li> <li>• how to respond safely to adults they may encounter whom they do not know</li> <li>• to give/not give and seek permission in different situations</li> <li>• about privacy, boundaries and when to keep or share secrets</li> <li>• how to manage pressure to say or do something that makes them worried or uncomfortable</li> <li>• when, where and how to get help</li> </ul>	
------------------------	---	--	--

<b>Spring 2</b>	<b>Economic wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe PoS refs: L18, L19, L20, L22	<ul style="list-style-type: none"> <li>• about different attitudes towards saving, spending and giving money</li> <li>• to manage influences on decisions about money</li> <li>• how choices have to be prioritised based on wants and needs</li> <li>• how to keep money safe</li> </ul>	
<b>Summer 1</b>	<b>Physical health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety PoS refs: H2, H4, H5, H6, H7, H12, H38	<ul style="list-style-type: none"> <li>• what it means to be healthy</li> <li>• how regular exercise affects physical and mental health</li> <li>• to identify opportunities to be physically active</li> <li>• about balanced diets and making healthy food choices</li> <li>• how habits can have positive and negative effects on a healthy lifestyle</li> <li>• about the benefits of sun exposure</li> <li>• about the risks of over exposure to the sun and how to keep safe from sun damage and heat stroke</li> </ul>	
<b>Summer 2</b>	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home PoS refs: H37, H38, H39, H41, L1, L2, L3, L4, L5	<ul style="list-style-type: none"> <li>• about basic human rights and how they protect everyone and the relationship between rights and responsibilities</li> <li>• reasons to follow rules and laws</li> <li>• about sustainability and how everyday choices can affect the environment</li> <li>• to recognise and carry out shared responsibilities for protecting the environment</li> <li>• to take responsible actions in relation to safety at home, at school and outside</li> </ul>	

## YEAR 4 MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn 1	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others  PoS refs: H20, H36, R11, R13, R14, R17, R18, R22, R28, R29, R30, R31, L4	<ul style="list-style-type: none"> <li>about the qualities of healthy friendships, including online</li> <li>friendship skills, including communicating safely online</li> <li>that healthy friendships make people feel included</li> <li>how to recognise and include others who feel lonely</li> <li>how to seek support if feeling lonely or excluded</li> <li>how to resolve disputes positively and safely</li> <li>to recognise and manage friendships that feel unsafe or uncomfortable</li> <li>how to ask for support if necessary</li> </ul>	
Autumn 2	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice  PoS refs: H25, R31, R32, R33, R34, L2, L4, L6, L7, L8, L9, L10	<ul style="list-style-type: none"> <li>about the different groups that make up their community</li> <li>what living in a community means</li> <li>about online communities</li> <li>about the contributions of different people and groups in a community</li> <li>that there are benefits to living in a diverse community</li> <li>to recognise and respond to prejudice</li> </ul>	

Spring 1	<p><b>Economic wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p> <p>PoS refs: H38, L17, L19, L20, L21, L22, L24</p>	<ul style="list-style-type: none"><li>• methods to keep track of money</li><li>• how people's spending affects others (ie. Fairtrade, single use plastics, giving to charity)</li><li>• how money can impact people's feelings and emotions</li><li>• ways money can be won or lost and how this can impact wellbeing</li></ul>	
----------	--	---	--

<b>Spring 2</b>	<p><b>Families:</b></p> <p>Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p> <p>PoS refs: R1, R2, R3, R4, R5, R6, R7, R8, R9, R27, R29, R32, L8</p>	<ul style="list-style-type: none"> <li>• about different types of relationships (e.g. friendships, family relationships, romantic relationships)</li> <li>• about different types of family structure, including single parents, same-sex parents, blended families, adoption and fostering</li> <li>• ways that people can care for each other</li> <li>• the characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty</li> <li>• how to recognise if family relationships feel unhappy or unsafe and how to seek help or support</li> </ul>	
<b>Summer 1</b>	<p><b>Mental wellbeing:</b></p> <p>Taking care of mental health; Managing challenges; Seeking support for themselves and others</p> <p>PoS refs: H15, H16, H17, H18, H19, H20, H21, H22, H24</p>	<ul style="list-style-type: none"> <li>• about mental health, what it means and how to take care of it</li> <li>• how feelings and emotions are affected at changing, challenging or difficult times</li> <li>• ways of managing these feelings</li> <li>• how to seek support and advice when needed</li> </ul>	
<b>Summer 2</b>	<p><b>Staying healthy:</b></p> <p>Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p> <p>PoS refs: H2, H4, H5, H6, H9, H11, H14</p>	<ul style="list-style-type: none"> <li>• how to maintain good dental health and oral hygiene</li> <li>• how lifestyle (including food and drink choices) can impact on dental health</li> <li>• how to limit infection from bacteria and viruses through hygiene routines</li> <li>• how to perform basic first aid for common injuries; how and when to contact emergency services</li> <li>• how to communicate how they are feeling and recognise early signs of illness</li> </ul>	

## YEAR 5 MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination  PoS refs: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10	<ul style="list-style-type: none"> <li>about mutual respect, being polite and how personal behaviour can affect others</li> <li>how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles</li> <li>how to behave respectfully online</li> <li>about stereotypes and how they influence behaviour</li> <li>about the impact of bullying and hurtful behaviour, including online</li> <li>strategies for responding to bullying and hurtful behaviour witnessed or experienced</li> <li>how to challenge discrimination, seek help and report concerns</li> </ul>	
Autumn 2	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing  PoS refs: H1, H2, H3, H7, H12, H13, H16, H38	<ul style="list-style-type: none"> <li>about the benefits of exercise to mental and physical health</li> <li>about risks associated with an inactive lifestyle</li> <li>to identify opportunities for physical activity</li> <li>about the benefits of the internet and the importance of balancing time online with other activities</li> <li>how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer</li> </ul>	
Spring 1	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<ul style="list-style-type: none"> <li>about the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>how to recognise if a friendship is making them feel uncomfortable or unsafe</li> <li>how to maintain and respect privacy and boundaries, including online</li> </ul>	

PoS refs: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11

- how to recognise different types of physical contact and what is, or is not, acceptable
- about seeking and giving/not giving permission in different situations
- how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM<sup>1</sup>

<sup>1</sup> Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information



<b>Spring 2</b>	<p><b>Careers:</b></p> <p>Career types; challenging career stereotypes; enterprise project –</p> <p><i>CROSS-YEAR, GROUP WITH Y7</i></p> <p>PoS refs: R32, L9, L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>• skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation)</li> <li>• about the range of careers that people can have</li> <li>• about career paths and changing types of jobs over the course of a lifetime</li> <li>• about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay)</li> <li>• to identify the kind of job they may like to do when older</li> <li>• Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role.</li> </ul>	
<b>Summer 1</b>	<p><b>Growing and changing:</b></p> <p>Growing up; Puberty, including periods and wet dreams; Sleep</p> <p>PoS refs: H8, H9, H16, H17, H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• about the process of growing from birth to old age</li> <li>• about the external genitalia and internal reproductive organs</li> <li>• to manage the physical changes that happen during puberty, including periods and wet dreams</li> <li>• how to maintain personal hygiene during puberty</li> <li>• how and why emotions may change during puberty</li> <li>• where to get appropriate help, advice and support in relation to puberty</li> <li>• the importance of good sleep</li> </ul>	

**Summer 2**

**Substances:**

Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws

PoS refs: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1

- about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs)
- about the laws regarding the use of substances
- about why people choose to use or not use substances
- about the mixed messages in the media about substances
- how to seek help and about support organisations

## YEAR 6 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn 1	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities  PoS refs: H25, H26, H27, H28, H29, H35, R32, L25, L26	<ul style="list-style-type: none"> <li>about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>how to recognise positive things about themselves and their achievements</li> <li>how to set goals to help achieve personal outcomes</li> <li>how to manage setbacks and perceived failures</li> <li>how to reframe unhelpful thinking</li> <li>about new opportunities and responsibilities that come from increasing independence</li> </ul>	
Autumn 2	<b>Puberty and reproduction:</b> Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made  PoS refs: H17, H31, H33, H34, L3	<ul style="list-style-type: none"> <li>how to manage change – new roles and responsibilities as they grow up</li> <li>how to manage the physical and emotional changes that happen during puberty</li> <li>about adult relationships and the human life cycle</li> <li>about human reproduction; how a baby is made and how it grows</li> </ul>	

Spring 1	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<ul style="list-style-type: none"> <li>• how choices can affect a healthy lifestyle</li> <li>• about what constitutes a healthy diet and how to plan healthy meals</li> <li>• how bacteria and viruses can affect health</li> <li>• hygiene routines to limit the spread of infection</li> <li>• how to take responsibility for personal hygiene during adolescence</li> <li>• how medicines contribute to health, and how to use them responsibly and safely</li> </ul>	
----------	--	--	--

	PoS refs: H1, H2, H3, H6, H9	<ul style="list-style-type: none"> <li>• how to manage allergies including how to respond in an emergency</li> <li>• about how vaccines and immunisations can prevent some diseases</li> </ul>	
Spring 2	<p><b>Managing change:</b></p> <p>Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p> <p>PoS refs: H16, H23, H24, H36, R30, L4</p>	<ul style="list-style-type: none"> <li>• how positive friendships can support wellbeing</li> <li>• how friendships change (including context such as moving home or schools)</li> <li>• how to manage change in different contexts (including loss and bereavement)</li> <li>• accessing appropriate support during times of change</li> <li>• about empathy and how people can help to support each other in times of difficulty</li> </ul>	
Summer 1	<p><b>Media literacy:</b></p> <p>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p> <p>PoS refs: H37, H38, H42, R29, L1, L11, L12, L13, L14, L16, L23</p>	<ul style="list-style-type: none"> <li>• about the role of the internet in everyday life</li> <li>• about the positive and negative uses and effects of the internet and social media</li> <li>• how data is shared and used online, and how information can be targeted</li> <li>• how images and information online can be manipulated or invented</li> <li>• strategies to evaluate reliability of sources and identify misinformation</li> <li>• how and why to choose age-appropriate media including TV, film, games and online content</li> <li>• about risk in relation to gambling, including online</li> <li>• how to manage influences in relation to gambling</li> </ul>	

<b>Summer 2</b>	<p><b>Friendships and staying safe:</b></p> <p>Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p> <p>PoS refs: H37, H38, H41, H42, R1, R12, R18, R22, R23, R24, R25, R27, R29, L11, L15, L16</p>	<ul style="list-style-type: none"> <li>• about opportunities to connect with others, including friends, online</li> <li>• about what it means to ‘know someone online’ and how this differs to knowing someone face to face</li> <li>• about why someone may behave differently online, including pretending to be someone they are not</li> <li>• how to manage the risks of communicating online with others not known face-to-face</li> <li>• strategies to respond to harmful behaviour, including online</li> <li>• how to report concerns and access help or advice</li> </ul>	
-----------------	--	--	--

## YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn 1	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation  PoS refs: L15, L16, L17, L18, L19, L21, L27	<ul style="list-style-type: none"> <li>about financial choices including saving, spending and budgeting</li> <li>about attitudes and values in relation to finance, including debt and pay day loans</li> <li>how to manage influences over financial decisions</li> <li>how to manage emotions in relation to finance</li> <li>to recognise risk and financial exploitation and access help and advice</li> </ul>	
Autumn 2	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services  PoS refs: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34	<ul style="list-style-type: none"> <li>how to manage influences on healthy lifestyle choices including diet and physical activity</li> <li>about the link between sleep and wellbeing</li> <li>how to maintain healthy sleep habits</li> <li>how to balance time between school work, leisure, exercise and time spent outdoors and online</li> <li>how to manage influences on, and maintain, good oral hygiene and dental health</li> <li>strategies to manage stress, puberty and the physical and mental changes that are a part of growing up</li> <li>how to access health services</li> </ul>	

<p><b>Spring 1</b></p>	<p><b>Substances:</b>  Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions;  Influence and risks relating to substance use</p> <p>PoS refs: H5, H23, H24, H25, H26, H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• about substance use and misuse, including laws relating to this</li> <li>• about the effects of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• about attitudes and social norms regarding substances</li> <li>• about dependence, including the over-consumption of caffeine-based energy drinks</li> <li>• how to safely use over the counter and prescription medications</li> <li>• how to manage peer influence in relation to substance use</li> </ul>	
------------------------	---	--	--



<b>Spring 2</b>	<p><b>Careers:</b></p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>CROSS-YEAR, GROUP WITH Y5</p> <p>PoS Refs: R15, R16, L1, L4, L5, L11, L13</p>	<ul style="list-style-type: none"> <li>• how to be enterprising</li> <li>• about different types of career and work patterns</li> <li>• how to identify abilities and qualities required for different careers</li> <li>• about young people's employment rights</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group.</li> </ul>	
<b>Summer 1</b>	<p><b>Relationships:</b></p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p>PoS refs: R1, R2, R5, R9, R10, R11, R14, R16, R18, R27, R37, R39, L21, L25</p>	<ul style="list-style-type: none"> <li>• about different types of relationships and the qualities and behaviours associated with positive relationships</li> <li>• about media stereotypes and their effect on relationship expectations</li> <li>• how to manage expectations for romantic relationships</li> <li>• how to manage strong feelings in relationships</li> <li>• how to identify unhealthy relationships and seek support when necessary</li> <li>• about the concept of consent</li> <li>• how to seek and give/not give consent in a variety of contexts</li> </ul>	
<b>Summer 2</b>	<p><b>Friendships and diversity:</b></p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and confidence to support decision making</li> <li>• to manage influences on beliefs and decisions</li> <li>• strategies for managing group-think and persuasion</li> <li>• about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious</li> </ul>	

PoS refs: R1, R3, R4, R5, R9, R13, R14,  
R16, R17, R19, R37, R38, R39, R40, R41,  
R42, L20, L22, L23, L26, L27

discrimination; and disability discrimination

- strategies to challenge prejudice-based bullying and discrimination
- how to access support services in relation to inclusion or discrimination

## YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Autumn 1	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence  PoS refs: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24	<ul style="list-style-type: none"> <li>• how to identify their life and career aspirations</li> <li>• how to identify personal strengths and skills for employment</li> <li>• how to challenge stereotypes and expectations that limit aspirations</li> <li>• about routes into different careers</li> <li>• how to evaluate progression routes</li> <li>• about how a person's online presence can affect employability</li> <li>• how to manage online presence including on social networking sites</li> <li>• how to manage emotions in relation to future employment</li> </ul>	
Autumn 2	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use  PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46	<ul style="list-style-type: none"> <li>• how to manage group friendships</li> <li>• how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>• how to manage personal safety in social situations</li> <li>• how to access support and advice in relation to friendship and peer influence issues</li> <li>• about why young people may join gangs and the consequences of gang behaviour</li> <li>• how to access support in relation to gangs</li> <li>• exit strategies for pressurised situations</li> </ul>	
Spring 1	<b>Relationships:</b> Relationship norms; Stereotypes and	<ul style="list-style-type: none"> <li>• about relationship norms and expectations</li> <li>• about forming new partnerships and developing relationships</li> </ul>	

expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health

- the impact of stereotypes on expectations of gender roles, behaviour and intimacy
- about gender identity and sexual orientation
- to recognise levels of intimacy, including readiness for sex
- about the choice to delay sex and the right to enjoy intimacy
- without sex

	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> <li>• effective communication strategies and consent in intimate situations</li> <li>• the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</li> <li>• about contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>• how condoms and the pill are used safely</li> <li>• about the HPV vaccination programme</li> <li>• about FGM and forced marriage, and how to access help and support</li> </ul>	
Spring 2	<p><b>First aid and keeping safe:</b></p> <p>First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> <li>• how to manage personal safety, including when out, travelling, at home and online</li> <li>• how to respond in an emergency situation</li> <li>• how to perform basic first aid, including CPR</li> <li>• when and how to safely use defibrillators</li> </ul>	
Summer 1	<p><b>Mental health and wellbeing:</b></p> <p>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> <li>• about attitudes to mental health and how to challenge stigma and misconceptions</li> <li>• ways to promote and maintain emotional wellbeing</li> <li>• how to build resilience and reframe disappointments and setbacks</li> <li>• about the impact of social media on mental health and emotional wellbeing</li> <li>• strategies to develop digital resilience</li> <li>• managing influences, including the media, on body image</li> <li>• about unhealthy coping strategies, including self-harm and eating disorders</li> </ul>	

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• about healthy ways to manage difficult feelings, challenging</li><li>• circumstances, stress and anxiety</li><li>• why, when and how to access support for themselves or others</li></ul> |  |
|--|---|--|

Summer 2	<p><b>Moving forward:</b></p> <p>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS refs: R22, L2, L3, L6, L7, L9,</p>	<ul style="list-style-type: none"> <li>• how to review personal strengths and targets</li> <li>• how to identify opportunities to develop strengths and skills</li> <li>• how to set realistic yet ambitious goals for the future</li> <li>• about options available in senior school or key stage 4</li> <li>• how to manage change and transition, including feelings</li> </ul>	
----------	--	--	--

•

