



Personal, Social, Health and Economic Education (PSHE) Policy (including contributions to RSHE and SMSC) – Whole School (including EYFS)

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1. Whole School Policy Statement

This policy applies to the EYFS, prep and senior school. The policy reflects the School's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. [ISSR 2 (2) (d) (i) and (ii)] PSHE education reflects the following aims of the School.

- Pursue excellence in everything we do
- Nurture and celebrate individual character
- Uphold kindness, always
- Participate as a community, for the community

Curriculum plans in both the Prep and Senior Schools will encourage respect for other people and particularly those with protected characteristics as listed in section 4 of the Equality Act 2010: a. Age b. Disability c. Gender reassignment d. Marriage and civil partnership e. Pregnancy and maternity f. Race g. Religion or belief. Every protected

characteristic will not be addressed in every year group but will be related to the age of pupils and issues as they arise.

The PSHE programme will contribute to the provision of relationship and sex education at the Prep School and Senior School (as age appropriate). See separate RSHE statement of policy.

In addition, the PSHE programme will contribute to the active development of the spiritual, moral, social and cultural (SMSC) development of pupils and the active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

[Curriculum plans/programmes of study which reference RSHE, SMSC ...are available at the end of this document]

2. Background

Today's young people live in an extremely complex world. They have access to incredible opportunities and a wealth of information and opinions. At the same time, they are faced with a plethora of challenges and risks. As they navigate this multifarious environment our pupils have the right to learn, and see examples set by adults, how to stay safe, how to remain mentally and physically healthy, and how to form positive relationships (including, ultimately, intimate ones) with those around them. They should learn how to conduct their personal and social lives to the benefit of themselves, their peers and their communities, and become good citizens. They should be taught to behave in a financially responsible fashion, develop a sense of social justice, and a spiritual, moral, social and cultural (SMSC) awareness, grounded in the fundamental British values of democracy, individual liberty, respect and tolerance, and the rule of law. The aims, and objectives below, relate to both the physical *and* the online world. Woodbridge School is committed to achieving outstanding outcomes for its pupils by informing, supporting and guiding them in the pursuit of these aims, and by complementing, reinforcing and building upon what pupils learn at home.

In addition to the statutory aims of PSHE education above, the following are specific objectives.

Pre-prep School (Reception, Years 1 and 2)

- develop self-esteem, confidence, independence and responsibility, and make the most of their abilities;
- play an active role as a member of the School;
- develop a healthy lifestyle and keep themselves and others safe;

- develop effective and fulfilling relationships and learn to respect the differences between people;
- develop social skills such as sharing, taking turns, playing, helping others and resolving conflicts;
- develop their feelings, views and needs and to show respect to others; • through learning about and understanding the fundamental British values.

Prep School (Years 3 to 6)

- be provided with a broad and balanced curriculum for PSHE, which promotes the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- develop confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens.
- be taught content on Relationships and Sex Education – including families and people who care, caring friendships, respectful relationships, online relationships, being safe and age-appropriate sex education.
- be taught content on Health Education – including mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

Senior School (Year 7- Year 13)

1. *Physical and Mental Health*

- promotes healthy physical and mental well-being (e.g. outdoor activity, sleep, diet etc.), and helps pupils to better navigate challenges to this (e.g. alcohol, drugs, cigarettes).
- encourages self-esteem and self-confidence, supports pupils in learning how to manage risk, make sensible, informed decisions, recognise, articulate and address concerns for themselves (or on behalf of others), including seeking further advice and support if necessary.

2. *High Quality Relationships (contribution to RSHE)*

- promotes positive relationships with families, friends, and sexual partners, encourages the treatment of others with tolerance and respect, and fosters kindness, compassion and mutual understanding.

3. *Knowing Right from Wrong*

- better enables pupils to distinguish right from wrong, and to take responsibility for their behaviour.

- ii. introduces the justice system, how our laws are shaped and enforced, increases awareness of rights and responsibilities, and an understanding of and respect for the rule of law.

4. *Mutual respect and tolerance*

- i. promotes (and expects) respect and tolerance for those with different identities, choices, beliefs, cultures and traditions, with specific reference to race, gender, LGBTQ+, and mental abilities, and other protected characteristics.
- ii. encourages pupils to challenge injustice, intolerance, inequality and discrimination.

5. *Civic Rights and Responsibilities*

- i. encourages a desire, or duty, to interact with, and contribute to, community life.
- ii. encourages an awareness of public institutions and services in the UK, of the need to stay abreast of current affairs, and to recognise and promote Fundamental British Values (FBVs).
- iii. promotes the concepts of social justice, human rights, community cohesion and global interdependence.

6. *Government and Politics*

- i. enlightens pupils in how the UK is governed, how one participates politically, encourages critical engagement with political questions, and recognises the importance of democracy and individual liberty.

7. *Finances*

- i. encourages respect for the value of money, relating this to the individuals' need for sound personal financing, understanding some basics of the tax system, and also of government expenditure.
- ii. encourages an awareness of wealth inequality domestically and globally.

3. Review process including Compliance and Monitoring arrangements

Effective implementation of this policy is checked by the Deputy Head Pastoral, Head of Wellbeing and Deputy Head (Academic) at the Prep School and Head of EYFS, through interviews with pupils, observations of lessons, and other documentation including schemes of work, safeguarding, behaviour and bullying records. Checks will be made against the regulations laid down in ISSR 2 (curriculum); 5 (SMSC) and the learning and development requirements of the EYFS. Effective implementation of RSHE policy will be undertaken separately. The above will report to a sub-committee of the School Committee annually.

This policy will be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across the whole school is in line with this policy, the Complaints procedure and with current guidance and legislation.

4. Procedure 1a: Pre-Prep School (Reception, Years 1 & 2)

Teaching and learning

In the Pre-Prep PSHE lessons are often delivered through a Circle Time. All participants have a chance to voice their opinions on an equal footing and children learn to listen to and respect the views of others. Pre-Prep PSHE lessons afford the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. An emphasis is placed on active learning by including the children in discussions, investigations and role play activities. In EYFS, as part of the ongoing formative assessment, teachers observe the children and are responsive to their next steps. Activities or talking is planned to address these to support progression.

We encourage awareness of and involvement in charitable events and involve children in activities where they are given the chance to become active members of the School community, e.g. the planning of a School Assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers whom we invite into the School to talk about their role in creating a positive and supportive local community.

Curriculum planning and cross-curriculum links

A range of high quality resources are used to support the teaching of weekly PSHE sessions. Each class has a weekly timetabled PSHE lesson. Some of the time PSHE is introduced through other subjects e.g. in the science topic 'Healthy Living'. As there is some overlap between the scheme of work for Religion and Worldviews and the aims of PSHE, we address certain personal, social and health issues through our Religion and Worldviews lessons.

Curriculum planning is in three phases (long, medium and short term plans). Long term plans give details of the proposed areas each class will look at each term. The subject lead devises these plans in conjunction with class teachers. Medium and Short term plans are based on the Long term plans but also take into account any issues relevant to a specific class or group of children e.g. playground issues. We recognise the importance dealing with these issues when the time arises and allow for flexibility within our planning in order to give time to address these issues.

PSHE and Inclusion

In the Pre-Prep we recognise that children have different knowledge and experience and we aim to provide suitable learning opportunities for all children. We achieve this by:

- setting suitable learning challenges. This may involve leaving some tasks open-ended, grouping children by ability or in groups to encourage questioning and further discussion, using teaching assistants to support or extend the work/discussions of specific groups;

- responding to pupils' diverse learning needs. When planning, we aim to take into account the different experiences, interests and strengths of the children as we recognise that this will influence the way in which they learn;
- overcoming potential barriers to learning and assessment. We strive to meet the needs of those children with special educational needs, those with special gifts or talents and
- those with English as an additional language. When progress falls significantly outside the expected range, the child may have special educational needs. We look at a range of areas such as classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

A Mindfulness programme is delivered throughout the Pre-Prep and practised regularly in assembly. The Mindfulness in Schools Project curriculum, DOTS, is taught in Reception.

Assessment and Recording

Most PSHE lessons are discussion-based or involve practical activities. Posters, lists and pictures created during PSHE lessons may be displayed. Photographic evidence of activities may also be used to record children's work and achievements. Teachers assess children in PSHE by observing pupil outcomes during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of Key Stage 1. Assessment should offer the children the opportunity to reflect on their own progress. Within the EYFS, children are assessed through the EYFS Profile which includes personal, social and emotional development as a Prime Area. This responsive, ongoing assessment aids the teacher's understanding of children's progress throughout PSED.

Reports to parents on children's personal, social and emotional progress are shared regularly, in a variety of forms, throughout the year.

Monitoring and review

The subject lead is responsible for monitoring the teaching of PSHE across the School, attending courses appropriate to the subject and informing other members of staff of any current developments within the subject. The subject lead for PSHE observes lessons throughout the School on a regular basis. Meetings take place with the PSHE lead at the Senior School.

Resources

Resources are stored digitally for teaching staff on the Prep School SharePoint. The PSHE lead holds a collection of reference materials for teaching sensitive issues.

Health and Safety

The health and safety of adults and pupils during PSHE lessons is the responsibility of the member of staff teaching the lesson. In line with the School's health and safety policy, children are instructed in the safe use of any equipment being used. Children working outside the classroom will do so in small groups or pairs and will be supervised appropriately.

5. Procedure 1b: Prep School (Years 3, 4, 5 & 6)

We actively promote British Values in the following ways:-

Democracy

Democracy is embedded within the life of the school. Pupils have the opportunity to have their opinions heard in School Council meetings and Pupil Surveys. The School Council meets regularly and each pupil representative is voted in by their class. Classes also review the School rules during PSHE Lessons in the Michaelmas term.

The Rule of Law

The importance of laws, whether those that govern the class, school or country, are consistently reinforced at the Prep. Pupils are taught two main rules: be kind and try your best. The children are taught the reasons and values behind rules and laws: that they govern and protect us, the responsibilities this involves and the consequences when they are broken.

Individual Liberty

At the Prep, children are actively encouraged to make choices, within a supportive and safe environment. As a school we educate and provide clear boundaries for the children to make safe choices, through the provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE lessons and systems of pastoral support.

Mutual Respect

Mutual respect is inherent within the school ethos. All children are encouraged to treat others as they would wish to be treated and children are taught that their behaviours have an effect on their own rights and those of others.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupil's understanding of their place in a culturally diverse society and by giving them opportunities to learn about and experience such diversity. Religion & Worldviews lessons and PSHE lessons reinforce messages of tolerance and respect for others and assemblies support the core message of accepting difference and demonstrating kindness. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within the class and the school.

Teaching and Learning (including cross curricular links, Spiritual Moral Social and Cultural Values and mindfulness)

PSHE is allocated one lesson per week in all year groups across the Prep – Key Stage 2 in addition to Form Time when required.

When teaching any aspect of PSHE, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but

skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skills, attitudes and behaviours. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may not gain knowledge and understanding. In order also to develop their skills in this area, they need to practise them through participating in role-play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum in the following ways:

- Religion & Worldviews – learning about values and beliefs and considering issues of morality and existence.
- Science – teaching and learning about health, drugs and medicines.
- Maths – aspects of financial capability.
- Art – learning to respect differences and similarities between people through investigating work of artists and craftspeople from various cultures.
- Music – cooperation with others when playing or singing.
- English – speaking and listening.
- Drama - cooperating with others.
- School performances.
- School assemblies.

The children are encouraged to discuss and examine values and beliefs and, through the appreciation of differences between individuals and wider communities, are given the opportunity to develop reflection and empathy.

This aspect of the curriculum is reinforced through school assemblies that follow a weekly theme.

A Mindfulness programme is delivered throughout the Prep and practised regularly in assembly. The Mindfulness in Schools Project curriculum, PawsB, is taught in Year 3 and then used in Form Times or in opportune lessons in Years 4, 5 and 6 to consolidate the learning.

Curriculum Planning

High quality, relevant and progressive resources, organised by the PSHE subject lead, are used to create a bespoke Woodbridge School Prep PSHE Curriculum which includes coverage of statutory guidance.

PSHE and Inclusion

All children are given access to the PSHE curriculum regardless of ability, gender, and racial, religious or cultural background. Individual class teachers are responsible for differentiating work within the lesson.

Assessment and Recording

Teacher assessment takes the form of observations of pupil outcomes. Records of class and pupil work are kept in large class scrap books (Wow Books) which are monitored on a regular basis by the Subject Lead. Teachers make termly PSHE assessment attainment judgements to help with future planning, report writing and parent feedback.

Reports to parents on children's personal, social and emotional progress are shared regularly, in a variety of forms, throughout the year.

Resources

Resources are stored digitally for teaching staff on the Prep School network. Teaching staff have access to a range of high quality learning resources. Government and relevant updates are shared. The PSHE lead holds a collection of reference materials for teaching sensitive issues.

Health and Safety

The health and safety of adults and pupils during PSHE lessons is the responsibility of the member of staff teaching that lesson and teachers will need to undertake specific risk assessments if necessary. Children are instructed in the safe use of any equipment used in lessons.

Statutory Requirements and Government Guidance

Woodbridge School Prep's procedures for PSHE are based on the National Curriculum 2014 and the Government Guidelines 2021 and 2025 (including RSHE/RHE). This policy was produced by the Lead of PSHE in consultation with the Deputy Head (Academic), the Deputy Head and the Head of Woodbridge School Prep. The implementation of this document is the responsibility of all teaching staff delivering the PSHE curriculum.

6. Procedure 2: Senior School (Year 7- Year 13)¹

PSHE

Learning Objectives in PSHE

The PSHE curriculum (complemented by other curriculum areas and aspects of school life) at Woodbridge School is designed to encourage cognitive engagement, impart knowledge, develop skills, attributes, values and personal qualities, and provide greater understanding in a range of topic areas. The school is committed to teaching a PSHE curriculum which covers the objectives set out in the policy statement.

¹ Woodbridge Senior School PSHE (including RSHE) policy is built upon the templates set out by the PSHE Association entitled i. *Creating a PSHE education policy for your school* (September 2018) and ii. *Writing your school's relationships and sex education (RSE) policy* (September 2018)

It is important to note that this policy is informed by our School's ethos and values. Ours is a community built on kindness and is one in which the quality of relationships is given the highest priority, and where pupils, parents and staff work together for the benefit of each other and the wider community.

PSHE and RSHE contributes to the development of pupils into happy, confident, caring, resilient young people, encouraged to become independent, able to thrive, negotiate risk, and make good life choices.

Creating a Safe and Supportive Learning Environment

Because PSHE works within pupils' real life experiences, it is essential to establish a safe learning environment. In Years 7-11 clear lesson rules are established that help pupils to express and explore their ideas, knowledge and feelings while showing respect for others. Class rules ensure pupils understand that what they say in the lesson shouldn't be discussed with other pupils outside the lesson. It is made clear that, for safeguarding reasons, there are some things that cannot be kept confidential, pupils are made aware that safeguarding protocols must operate in school.

These lesson rules² are as follows:

1. **Openness:** We will be open and honest but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.
2. **Keep the conversation in the room:** We feel safe discussing issues within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned that we are at risk, in which case they will follow the school's safeguarding policy.
3. **Non-judgmental approach:** It is okay for us to disagree with another person's point of view, but we will not judge, make fun of, or put anybody down. We may 'challenge the opinion, not the person'.
4. **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity.
5. **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
6. **Listen to others:** We will listen to the other person's point of view just as we expect to be listened to.

² Taken from Public Health England – *Rise above: Guidance on Learning in a Safe Environment*

7. **Using appropriate language:** We will use the correct terms for the things we will be discussing rather than slang terms, acknowledging these can be offensive or inappropriate. If we are not sure what the correct term is, we will ask our teacher.
8. **Asking questions:** We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else.
9. **Seeking help and advice:** If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

In all years we will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. PSHE teachers will approach the Designated Safeguarding Lead immediately.

As the safety of our pupils is our primary concern this approach is informed by the school's Safeguarding (including Child Protection and EYFS) Policy.

In Years 7-11 PSHE teachers, and in Years 12-13 the Sixth Form leadership team, are made aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence), and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects.

Entitlement, Accessibility and Equality

Woodbridge School promotes the needs and interests of all pupils in fully accessing the curriculum, irrespective of gender, race, sexual orientation, culture, ability or personal circumstance.

PSHE is a central part of the curriculum, is given the requisite respect and prominence by senior and middle leaders, tutors and class teachers. PSHE is not a peripheral subject, and this is an outlook encouraged throughout the school.

Lessons are designed to inform, and pupils are expected to engage in a cognitive process, including thinking deeply, however, PSHE is not intended to be academically rigorous in the sense that examined subjects might be. This should enable pupils of all abilities to access the material in question with minimal differentiation, nevertheless class teachers will take account of all SEND requirements that individual pupils may have to ensure that this is the case.

Teaching and Learning Methodology

Pupils will undoubtedly bring differing levels of knowledge and understanding to the issues explored through PSHE. We are mindful of the fact that we should make no assumptions about how much, or how little, our pupils may already know – each class could contain the innocent, the unaware, the more worldly and experienced, or, perhaps, the misinformed.

Woodbridge School approaches this in both an educational and supportive sense. We are fully aware that it would be rare for any adolescent, either at Woodbridge or elsewhere, not to be put under some kind of pressure at some stage during their teenage years.

Conscious that attempts to scare or shock young people into making healthy choices are unlikely to work for a large number of pupils, a more nuanced approach is taken. Whilst Woodbridge School is committed to making absolutely clear the potentially negative consequences of certain lifestyle choices, it is important to remain broadly positive in tone. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make good, healthy lifestyle choices.

Teaching aims to enable pupils in making connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of learning in PSHE.

Lessons are taught through a variety of methods, designed to impart knowledge and share ideas. Resources are examined in advance to ensure impartiality³ and (as much as is realistically possible) accuracy. In Years 7-11 most resources are drawn from highly regarded sources, for example the PSHE Association, Childline, Mind, BBC Bitesize (and the BBC in general), etc. Knowledge is commonly imparted using articles, PowerPoint slides, video clips, quizzes, and the De Meza (ISBN: 978147180847) textbook. Private research, for example via laptops, BYOD etc. will be limited and pupils will be monitored, for example to ensure that only certain websites (e.g. Childline) are used. A central feature of most lessons in Years 7-11 is discussion; this will take place in both small groups and with the whole class.

Lessons for Years 12 and 13 are made up largely by specialist speakers, the majority of whom are external. In most cases these are delivered on a lecture format interspersed with interactive elements.

Curriculum Time and Scheduling

Years 7-11

In Years 7-11 Woodbridge School pupils receive one period (55 minutes) of formal PSHE teaching as part of their fortnightly timetable. Where possible year groups are taught at the same time to enable outside specialists to deliver sessions.

³ Inevitably some articles may include opinions. These may be deliberately included to make pupils aware of, and discuss, alternative viewpoints. The inclusion of these is only ever designed to enable the fulfilment of the aims and objectives outlined at the beginning of this policy. In any case such opinions will always form part of a wider picture that balances the argument, and never as context free, stand-alone positions.

The PSHE education provision is planned, in consultation with the Deputy Head Pastoral, to ensure that topics are taught at the most age-appropriate time.

In addition, a 'Healthy Minds' course is delivered to all Years 7-11 on a half-termly basis. Each session is delivered to whole year groups in the 20-minute slot usually allocated to tutor time.

Years 12 and 13

In Year 12, PSHE sessions are conducted on a weekly basis with the whole year group. In Year 13, these sessions are once a fortnight. The sessions are planned by the Director of Sixth Form, using past schedules and are fine-tuned by current events, e.g. the adding of BLM talks, LGBTQ+ talks etc. Consultation with the Deputy Head Pastoral will ensure these are current to issues being tackled within the school and within the country/world as a whole.

All

Our provision is further enriched by more informal discussions in tutor time. These usually take a more topical, current affairs approach and primarily, but not exclusively, focus on the citizenship aspects of the PSHE curriculum.

The delivery of PSHE is made still more varied with the delivery of ad hoc lectures and debates e.g. *The Equality Illusion*, which may be led by staff or students.

Talks are also given to pupils as the need arises, as we endeavour to respond to a national, local or school issue e.g. sexting, BLM etc.

Assessment

There is no formal assessment of progress in PSHE. It goes without saying, however, that there remains the expectation that pupils will engage fully in PSHE and treat the subject as seriously as they would any other. For Years 7-11 teaching staff will make occasional notes in their mark-books to inform a PSHE report written in the usual reporting round for each year group. This will comment upon the interest in, engagement with, maturity displayed, and understanding of the topics examined. The learning objectives set out above should be considered and may well be referred to. This "assessment" is not related to any other areas of the curriculum, for example literacy.

In each of Years 7-11 their final PSHE lesson is given over to a 'review'. Independently and silently pupils work through a paper that asks them what they have learned and how they might grade their understanding of the topics covered during the year. They then have time

to go through this paper as a class, discuss their overall experiences, be reminded of key areas they may have forgotten, and share views on aspects they found most or least useful, or that required more or less depth.

In Years 12-13 the emphasis is upon self-assessment. Students are expected to complete a form which encourages them to reflect upon what they have been learning over the term.

Responsibility for Teaching

PSHE for Years 7-11 in Woodbridge Senior School is led by Dr N Stern as Head of PSHE.

PSHE for Years 12-13 in Woodbridge Senior School is led by Mr D Beasant, Director of Sixth Form.

Years 7-11 PSHE is delivered primarily by non-subject specialists drawn from the pool of teaching staff. These staff receive an internal information and training session at the start of the academic year but are in no way expected to be experts in the material. Staff will approach lessons with the same professionalism as they would their academic subject(s), familiarising themselves with the lesson plans and subject material prior to each lesson in order to ensure they are confident in its effective delivery. Support is always available from the Head of PSHE.

Both the Deputy Head Pastoral and the Head of PSHE will drop in on lessons from time to time.

In Years 7-11 a number of external specialists are brought into school to lead sessions with pupils. This currently covers safe sex and STIs, drugs x2, body image (touching on eating disorders), and 'the racial experience'. Testimonials and checks (as far as can be reasonably expected) are carried out with regard to these speakers via the Head's office. The usual PSHE class teachers will always be present when external speakers are delivering sessions.

In Years 12 and 13 a revolving schedule of largely external specialist talks are held covering mental health, drugs, the law, finances, further and higher education, study techniques, careers – CVs/Unifrog, driving, tolerance (race, sexuality), cyber safety, soft skills, citizenship and so on. At least two members of the Sixth Form team and the head of PSHE are in every session with the Deputy Head Pastoral able to come to some sessions.

The 7-11 'Healthy Minds' course is delivered by Mr N Smith or the Head of PSHE.

Confidentiality and Disclosures

Due to the nature of PSHE, pupils may seek advice or support on a specific personal issue.

Any such conversation should always be recorded and passed on to the pastoral leader (Head of Year / Director of Sixth Form). Usual protocols apply e.g. the personal views of the member of staff should not be shared. Teachers cannot offer confidentiality and it is important that pupils are aware of this. The approach teachers take to any matter disclosed by a pupil will be dictated by their training in safeguarding (and the accompanying policy - Safeguarding (including Child Protection and EYFS) Policy), and the easy reference flowchart that works alongside it. If there is even the slightest doubt about whether a pupil requires support or not, whether they are in any difficulty or danger, the teacher must pass their concerns *immediately* to the DSL.

On a more “day-to-day” level it is important that pupils feel able to ask any questions, that these questions are valued, and their views taken seriously. Teaching staff should aim to answer questions as accurately and honestly as possible in most instances, however they should always give due consideration to prior learning, age and readiness, and any personal or contextual circumstances they may be aware of. If necessary teachers should ask a pupil to wait for an answer to give them time to consult with the head of PSHE, DSL, tutor, Head of Year , Director of Sixth Form, or the school’s leadership team if they feel this appropriate or necessary.

RSHE through PSHE⁴

Woodbridge School has welcomed the higher profile (and the statutory requirement) of Relationships and Sex Education. The School has always recognised the need to embrace the challenge of steering our pupils towards a happy and successful adult life. The School sees the provision of high quality, evidence-based, and age-appropriate teaching of RSHE as playing a hugely important role in enabling them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy, especially when making the right decisions in the face of risks and challenges, particularly in the extremely complex situations and contexts presented in the modern world.

Woodbridge School’s approach to RSHE has been to make it a fully integrated, indeed central, part of the PSHE programme. Like all aspects of the PSHE course we endeavour to make RSHE inclusive and meet the needs of all our pupils. We understand, and take extremely seriously, the duty we have to each and every pupil in pursuing the objectives outlined at the beginning of this policy.

Please see separate RSHE policy.

⁴ The creation of the RSHE part of the PSHE policy has been informed primarily by the DfE guidance (July 2025): guidance and the PSHE Association advice on policy creation

SMSC and Fundamental British Values through PSHE⁵

At Woodbridge School our strategic approach to embedding SMSC and FBVs has seen the teaching of ‘citizenship’ as a fully integrated part of our PSHE programme. The citizenship aspects of the PSHE course aim to make all of our pupils valuable and rounded members of society who treat others with respect and tolerance, regardless of background. This includes a desire, and recognition of our duty, “... to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs...” as we pursue high “standards [in the] spiritual, moral, social and cultural development of pupils”, in order, for example, “to strengthen the barriers to extremism”.⁶

SMSC permeates the teaching of a wide range of subjects, tutoring, assemblies, ‘Student Council’, various clubs and societies, and ad hoc events such as mock elections.

More details on SMSC and FBVs are available on request.

Curriculum Content

The Woodbridge School PSHE curriculum was built largely around the PSHE Association’s ‘Programme of Study’ and the key topics, concepts and skills it encourages. This ensures compliance with the statutory requirements and best practice drawn from UKGov guidance on RSHE and SMSC.

The Woodbridge School PSHE curriculum was constructed to take account of what is taught in other curriculum areas e.g. civil rights, genocide, safe use of social media etc. in history, PRE, junior science, ICT and other subjects. This has proven essential in freeing curriculum time to cover the full range of PSHE topics. At times PSHE lessons may reinforce, complement, or develop topics that are looked at in other subjects, however the majority of the material is ‘new’ to pupils. Some topics are already taught in sufficient depth (e.g. democracy and autocracy in Year 9 history) that it is largely unnecessary to create duplication in the PSHE programme of study. This approach has been informed by regular audits of provision.

The PSHE programmes of study for Years 7-11 PSHE, Years 12-13 PSHE and Years 7-11 ‘Healthy Minds’ can be read in Appendix D.

⁵ This part of the PSHE policy has been shaped in large part by the expectations set out in the DfE guidance published in November 2014

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf and <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>). ⁶ <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Parents, Carers, Reviewing Policy, Policy Availability

PSHE is most effective when the approaches taken at school and at home complement one another. As such we are keen to work with parents and carers. We recognise that there are a wide variety of views on how, what and when PSHE topics should be taught, and welcome hearing these. However, we hope the relationship is one of trust and that parents respect the decisions we have reached. The policy and course content has to be dictated primarily by our statutory obligations - unsurprisingly these sit well with the needs of our students.

In developing and reviewing both the PSHE policy and the PSHE programme of study the school has used a questionnaire and covering letter to invite and encourage the opinions of parents and carers.

Appendix C provides links to several key websites, those that have most heavily been drawn upon to inform and create the resources used in the PSHE programme. These can be explored further by parents and contain information and ideas that should encourage discussion with their children.

On occasion, parents may also be invited to a number of 'Raising Teenagers' evening sessions where external speakers are invited to discuss appropriate issues e.g. Elevate and Drive Safe. Where possible we try to deliver these sessions online to allow for flexibility of access by all parents / guardians.

The PSHE policy is available on the Woodbridge School website – 'About' – 'Policies'.

The Right to Withdraw from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request parents or carers will need to discuss it with the Head or Head of Woodbridge School Prep. This is to ensure that the parents or carers wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept with the Deputy Head Pastoral or Deputy Head (Prep).

At KS2 this means pupils must still be taught statutory topics on Relationships and Health such as:

- puberty
- body changes
- reproduction in plants and animals
- human reproduction and birth as covered in science
- healthy relationships
- online safety

- consent and boundaries in an age-appropriate way

Statutory Requirements and Government Guidance

Woodbridge School is committed to fulfilling all statutory requirements and aspires to best practice. As such this policy has been steered by the government guidance for RSHE and SMSC, the ISI guidance, and the PSHE Association advice for creating both PSHE and RSHE policies. Links to these can all be found in the appendixes below.

As stated by the DfE in their '*Relationships education, relationships and sex education (RSHE) and health education guidance*', Woodbridge School has met the (pre-Covid) expectation that, "*The new curriculum will be compulsory from September 2020.*"

Context, Rationale and Creation

Woodbridge Senior School PSHE (including RSHE and the elements of SMSC) policy is built upon the templates set out by the PSHE Association entitled:

- i. *Writing your PSHE education policy* <https://pshe-association.org.uk/guidance/ksl-4/writingyour-pshe-education-policy>
- ii. *Writing your RSHE policy* <https://pshe-association.org.uk/guidance/ksl-4/writing-yourrse-policy>

This policy was produced by the Head of PSHE in consultation with the Director of Sixth Form, the Deputy Head Pastoral (also DSL) and the Head.

All policies, methodology, course content etc. have been decided, discussed with the Deputy Head Pastoral and the Head.

This PSHE policy complements and is, in turn, complemented by other school policies such as those on 'Alcohol, Smoking and Drugs', 'Anti-Bullying', 'Equal Opportunities', 'E-Safety', 'Safeguarding Policy and Procedures', and 'Special Educational Needs and Disability Policy'.

APPENDIX A

Links to key documents and policies that have informed the creation of the Woodbridge School Senior PSHE Procedures

RSHE

1. Relationships Education, Relationships and Sex Education, and Health Education (RSHE) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - July 2025 [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
2. Physical health and mental wellbeing (Primary and secondary). Statutory guidance Dec 2025 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>[relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary)[wellbeing-primary-and-secondary](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary)
3. Writing your RSHE policy <https://pshe-association.org.uk/guidance/ks1-4/writingyour-rse-policy>
4. Relationships and sex education <https://pshe-association.org.uk/topics/relationshipssex-education>

PSHE

5. Writing your PSHE education policy <https://pshe-association.org.uk/guidance/ks14/writing-your-pshe-education-policy>

SMSC

6. Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools – November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
7. The Independent School Standards Guidance for independent schools - 2026
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf

GENERAL

8. Equality Act 2010: Guidance <https://www.gov.uk/guidance/equality-act-2010-guidance>

APPENDIX B

Links to Sections 34 of the Children and Social Work Act 2017

- Link to Sections 34 of the Children and Social Work Act 2017.

<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

- Link to Sections 35 of the Children and Social Work Act 2017.

<https://www.legislation.gov.uk/ukpga/2017/16/section/35/enacted>

APPENDIX C

Websites for parents wishing to increase their understanding of PSHE topics or to use in discussion with their children

BBC Advice:

<https://www.bbc.co.uk/programmes/p0215sqv>

- Support, advice and information on a broad range of topics. Coverage is broad, ranging from bullying to body image, social media to sexual relationships.

BBC Bitesize:

<https://www.bbc.co.uk/bitesize/subjects/z7f3cdm>

- Advice and information shared through a variety of educational video clips. Coverage is broad, ranging from careers to confidence, puberty to peer-pressure.

Bullying UK:

[Information and advice about all forms of bullying](#)

- Support, advice, and information on a range of topics beyond the confines of bullying, including, for example, pregnancy, communicating with teenagers, divorce and much more.

Childline:

<https://www.childline.org.uk/>

- Support, advice, and information on a vast array of PSHEE topics titled: bullying, abuse, safety and the law, you and your body, your feelings, friends, relationships and sex, home and families, school, college and work.

Frank:

<https://www.talktofrank.com/>

- Support, advice, and information on a vast array of topics related to all kinds of substance consumption and abuse – legal and illegal drugs, alcohol and tobacco.

Mind:

<https://www.mind.org.uk/>

- Support, advice, and information upon a vast array of topics related to mental health.

Oxfam

<https://www.oxfam.org.uk/>

- Information on a range of topics from hunger, climate change, health and education and women's rights.

School Wellbeing <https://www.schoolwellbeing.co.uk/>

- Information and resources on a range of topics such as healthy eating, being active, mental health etc. Also useful as a central hub with links to specialist sites.

Young Citizens <https://www.youngcitizens.org/>

- Outlines what citizenship means in a school context.

Young Minds:

<https://youngminds.org.uk/>

- Support, advice, and information upon a wide variety of topics related to mental health.

APPENDIX D

YEARS 7-11 PROGRAMME OF STUDY

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, ECONOMIC EDUCATION PROGRAMME OF STUDY YEARS 7-11						
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	APPROX. DELIVERY DATE#
1	Responsible and safe social media - Types of social media - Golden rules - Being careful, staying safe - Digital footprint and privacy	First Aid, the emergency services, accident prevention - Basic physical health - Healthy habits - Sources of healthcare inc. emergency services - Common accidents	Healthy diet and lifestyle inc. smoking and vaping - A healthy, balanced diet - A healthy lifestyle - Smoking and vaping	Attitudes towards women - Societal restrictions on women – the global picture. Is this true in the UK? 'Everyday' sexism - What is misogyny? (FGM is briefly discussed)	Inappropriate behaviour – harassment - What constitutes inappropriate behaviour and harassment? - Alcohol is no defence - What if you are concerned?	ROUGHLY FIRST HALF OF MICHAELMAS TERM
2	Tolerance, inclusion and valuing others - Stereotypes and characteristics - Tolerance, acceptance, seeing the best in others	Peer pressure and assertiveness - What is peer pressure? - Being assertive		Peer Pressure, Unwanted Touching, Consent - Consent – the law - So-called 'low-level' harassment, abuse and hate - Inappropriate/unwanted touching	Sex and the law - Sex and the law – consent, image sharing etc. - Assault, sexual 'banter', revenge porn, child-on-child offences	
3	Rules, responsibilities and obligations	Bullying - Types of bullying - What is bullying?		RSE: An Introduction Overview of UNESCO guidance on relationships,	Ladism, pack mentality, porn and the moral compass	

	- Why do we need rules - Rules Vs laws Vs common sense - Responsibilities	Bystanders	sexuality, consent, peer and media influence, reproduction, body image, sexual behaviours, pregnancy, STIs, help and support	- What do we mean by 'ladism'? - Peer pressure - Sexualisation and pornography – definitions and problems		
4	Right and wrong - Right and wrong - Collective happiness - Case studies - Moral codes	Tolerance, inclusion and valuing others - Racism, homophobia and other intolerant attitudes - Impact of bullying	Safe social media - Social media – benefits, dangers, problems - Grooming - Caring when sharing - Social media addiction - Insta-lie: self-esteem	Personal finance – budgeting - Spending and budgeting - Student loans - Wages - Household finances - Interest rates, inflation, overdrafts, ISAs, mortgages, pension contributions etc.	Pregnancy and parenting - Unplanned pregnancy: getting help and making choices - Physical and emotional impact of pregnancy	ROUGHLY SECOND HALF OF MICHAELMAS TERM
5	Your values, British values - Democracy - The rule of law - Individual liberty - Respect and tolerance	Self-esteem and body image - Self-consciousness - Is image important? - Happy with who I am		Managing risk, learning to say no, gambling - Peer pressure to take risks - What risks? - Gambling - Substances (alcohol, drugs etc. and risk)	Sexual health - STIs - Contraception - Getting help	
6	Working together – collaborating - Listening - Communicating - Sharing - Compromising - Contributing	- Image in the media - Body image - Distorted body imagery (photoshopping, airbrushing etc.)	Nude and semi-nude image sharing, and sex and the law (the basics) - The law and sex - Sharing nude images – case studies - Getting help	Resilience - failures, losses, break-ups etc. - The concept of loss inc. friendships and parental separation - Failing – why is it important and how do we respond? - The concept of resilience	Pornography - Definition - Distortion of reality - Other effects on person (e.g., addiction, shame etc.)	
7	Being self-sufficient Being independent	Alcohol Prevalence of alcohol	Sexual health - STIs - Contraception	Loss – bereavement How do humans react?	Careers Career planning	ROUGHLY FIRST

	ent and looking after yourself - Looking after your property - Qualities and attributes	and degrees of social acceptance - Types of alcohol - Effects of alcohol consumption	- Getting help - External speaker	- Coping with a loss. - Funerals – saying goodbye	- Challenges to making career choices - Taking action to get ahead	
8	Honesty and integrity - The importance of honesty - Making and keeping commitments - Trust	Alcohol – dealing with problems and emergencies - Drunkness - Scenarios: what to do if ... (getting help) - The recovery position		The Racial Experience - What is racism? 'Everyday' racism - Unconscious bias and privilege - Responsibility and effective change - External speaker	Income, expenditure, tax and wealth inequality - Household income - UK salaries - Tax – Income, VAT and NI - Government income - Government expenditure - UK wealth inequality	
9	Etiquette: meeting, greeting and eating - First impressions - Greetings and handshakes - Good manners inc. table manners - Rudeness and selfishness	Modern families, family values - Types of family - Smooth familial relationships – arguments, siblings, contributing to the family etc.	Substance abuse - What are drugs? - Why do people take drugs - Drugs – the law - Drugs – the dangers - Getting help - External speaker	Radicalisation - What is extremism and radicalisation? - Why extremism and radicalisation? - Combatting extremist ideas		
10	Friendships - Personal qualities re: friendships - Friendship strains - Toxic friendships	Relationships, commitment and marriage - Types of relationship - Relationship qualities - Unhealthy		Marriage, civil partnerships etc. - Committing to others - Types of partnership - Arranged marriage - Forced marriage	Local government - What does local government do? - Council tax - Local government income	ROUGHLY SECOND HALF OF LENT TERM

		relationships Making a commitment inc. marriage			and expenditure	
11	Personal hygiene - Hand washing - Body odour (inc. references to puberty) - Teeth cleaning - Household bacteria	Relationship pressure and abuse - Peer pressure and pressure in relationships - Abuse in relationships – spotting, challenging, dealing with unsafe situations	Relationships: Having a boyfriend/girlfriend - What is important in a relationship? - Healthy Vs unhealthy relationships - Intimacy	Substance abuse - Drugs 'Legal' highs - Addiction - The laws - External speaker	Community, Volunteering and Civic Duty - Neighbourliness and making a community - Problems in the community - What is civic duty? - Volunteering	
12	Litter - Impact of litter – local, national, global - Litter and the law - Case Study	UK racial diversity - Global ethnic diversity - Origins: migration in and out of the UK - Being British – values and community - Social harmony	Sex and relationships in the media - Sexualisation via the media - The influence of the media - Portrayals of relationships – stereotypes, chasing ideals, reality	Crime, police and the judicial system - The police: 999, cautions, penalty notices etc. - UK court system – criminal courts (magistrates and crown), and civil courts (county and high)		
13	Bystanders - Types of bystander - Upstanders - Prevent, intervene, address - Civility	Micro-aggression and Protected Characteristics - What is micro-aggression? - Hate crime - Protected characteristics	Sexuality - Sexuality and stereotyping - What is LGBTQ+ - Kindness, tolerance, respect and support	The rule of law - Accountability - Just laws - Open government - Impartial dispute resolution	Holidays with friends - What could go wrong? - Support and staying safe - Behaviour	ROUGHLY FIRST HALF OF TRINITY TERM

		stics and the 2010 Equality Act				
14	Waste - Cost of waste – food and other products - Morality of waste	Gender equality - The reality of UK gender equality - Why inequality? - Challenging gender stereotypes	Racism, Homophobia, Transphobia - Hate crime - Normalised behaviours e.g. 'everyday' racism - Intolerance – homophobia/transphobia - Standing up to intolerance	Freedom of speech - Speaking freely – are there any rules? - No-platforming - Case studies	Understanding the workplace Barclays Lifeskills - Behaviour - Situations - Workplace culture - Personal qualities	
15	Your health and safety - Fire - Sun - Water - Hydration - A safe summer	Human rights - What are human rights - The UDHR - Your rights and your responsibilities	Workplace behaviour - Workplace do's and don'ts - Workplace culture and getting it rights – deadlines, criticism, gossip etc.	Migration and UK citizenship - Migration to the UK - The UK citizenship test - Asylum seekers and refugees		
16	Getting help, getting support - Where to go to get help - Self-help for common worries - Childline	Staying Safe - Dangers we face - Advice on staying safe when out and about	Careers - Occupational groups - Similar jobs, different settings - Transferable workplace skills	Gangs, weapons, county lines - Gangs - Weapons: knife crime - County lines		
17	Nervousness and Worry - What are nerves? - What do we worry about? - Techniques to tackle nerves	Character and Reputation - The importance of reputation - Repairing or improving a reputation	Mindfulness: an introduction	Respect, modesty, dignity, privacy - Respect – earned or automatic? - Social media: showing off, boasting, impulsive behaviours, privacy - Modesty, dignity, humility		

ROUGHLY SECOND HALF OF TRINITY TERM

YEARS 7-11 HEALTHY MINDS					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	APPROX. DELIVERY DATE#
Transitions	Bullying and the mind	Hormones and neuro-chemicals	The science of the teenage brain	Stress	Sept/Oct
Supportive relationships	Self-esteem and pressure to be ...	Online pressures 2	Uniqueness - comfortable in my own skin	Anxiety	Nov/Dec
Dealing with criticism	Emotional management	Online pressures 3	Sleep	Depression	Jan/Feb
Daily wellbeing	Resilience 1	Judging others	Ingestion - drink, drugs, food and mood	Community - contributing and sharing	Feb/Mar
Adversity and failure (coping)	Resilience 2	Getting help	The outdoors: engaging with the nature	Workloads, organisation, breaks: revision and exams	April/May
Noise	Online pressures 1	Kindness, empathy and giving	Being active		June/July

SIXTH FORM PSHE

This is an overview of topics that are presented. Timings vary each year. Some subjects are presented on several occasions (e.g. citizenship which covers a variety of topics) and some weeks are not timetabled due to exams/testing weeks/study leave.

	Year 12	Year 13
1	Organisation and study habits	UCAS/ further/higher education
2	Tolerance – BLM and racism	Citizenship
3	Drive Safe	Mental health – addiction drugs/gambling
4	Mental health - self-esteem	Finances
5	Unifrog	Revising for exams
6	Citizenship	Tolerance - racism

7	Mental health - body image	Mental health – self harm
8	Finances	Risks and consequences
9	Mental health – overview and help	Binge drinking
10	Time management	
11	Consent and sexual relationships	
12	Avoid crime and punishment	
13	Tolerance - LGBTQ+	
14	Apprenticeships, universities	
16	Grief encounter	
17	Mental health – stress/anxiety	
18	Drugs – the low down	
19	CVs/interview techniques	
20	Higher education, UCAS	
21	British values – what do they mean?	
22	Career snapshots	
23	Presentation skills	
24	Addiction and drugs/gambling	
25	Environment	
26	Gap years	
27	Digital media	
28	Pornography	
29	Bullying	
30	Sexual health	

As with the lower years, in the teaching of each of the above topics discussion will not be confined to one broad learning objective. For example in discussing sexual health, 'Health, Safety and Wellbeing', 'RSHE' and 'Character Education' will all be touched upon. For convenience of reference the key below helps explain what can be considered the primary focus in each session:

Blue: Health, Safety and Wellbeing

Green: Living in the Wider World

Red: RSHE: Relationships and Sex Education

Purple: Character Education

Yellow: The study skills session is not part of the PSHE provision but will be delivered during the PSHE slot.

APPENDIX E: Woodbridge School Prep PSHE Long Term Plan Reception - Year 6						
Year Group	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Reception	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 are things shared 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?	Healthy 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 I evaluate what I see online?	Citizenship: How can I spend my money wisely?	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 influence my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being 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?