



FINTON HOUSE SCHOOL

PSHEE POLICY

This draft policy is currently being reviewed by the Academic Team and will be signed off by Governors at the full board meeting in the Autumn Term

Member(s) of staff responsible: PJ O'Brien and Lettie Sale

Date Revised: September 2025

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

Please read this policy alongside the following relevant policies:

1. Curriculum Policies RSE, Computing, Science, PE
2. Child Protection and Safeguarding Policy
3. Pastoral Care Policy
4. Positive Mental Health and wellbeing
5. Equal Opportunities
6. Acceptable use agreement and Technology Policy
7. SMSC Policy
8. Anti-Bullying Policy

This policy was written in conjunction and with consultation from with the following sources:

PSHEE Association, Government guidance 2020, KCSIE 2022, Life Lessons, 2010 Equality Act. Childnet, Unicef, Human Rights Act 1998

This policy aligns with the 2025 DfE Statutory Guidance for Relationships, Sex and Health Education, to be implemented from September 2026.

Additional documents consulted in the writing of this policy include:

- Better Health, Every mind matters (2021)
- Promoting Children and Young People's Emotional Health and Wellbeing – A whole school or college approach (2021)
- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for RSE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- PSHE Association guidance on SRE (2018)
- Parental Engagement on Relationships Education' (2019)
- Mental health and behaviour in schools' (November 2018)

Taught PSHEE has been part of the Independent Schools Standards since 2014.

(For more details see DfE publications, 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' and KCSiE 2025 <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>, , 'Sexual Offences under the Sexual Offences Act 2003'))

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Version	Policy Update
September 2024	
September 2025	Comment added regarding policy aligning with 2025 guidance Communication – age-appropriate learning for scientific names for body parts Kindness – include expectation for managing change, loss and grief PSHEE curriculum – added cross curricular time Pupil voice – Pass survey changed to Quest welling being survey from year 1 up Pupil voice updated to SMART schools Teaching and learning – learners – adaptations for SEND pupils in line with 2025 guidance Recording – journals for r – y6 and thought book info Staff training – receiving regular CPD on new statutory content Assessment and reporting – added about policy reviewed annually by governors, academic team and parents / pupil /staff feedback New values added and new curriculum Updated EDI books Change of Finton House Goals to Values Added LST

1. Introduction

At Finton House, PSHEE is a timetabled subject taught each week and with the Finton Goals forms an intrinsic part of the ethos of the school, which is reflected in other curriculum areas and assemblies. PSHEE is taught from Reception (EYFS) to Year 6. Finton House aims to educate the 'whole child', throughout the school day, in and out of lessons. We believe that PSHEE cannot wholly be taught in isolation for it to be successful. As a result, all staff are responsible for delivering the aims of PSHEE in the school (see below for aims). Within the school a calm, safe and secure learning environment is created for personal and social development and the development of self-esteem. It is an environment of trust and one of non-judgmental attitudes.

PSHEE has contributions to make in developing the children's confidence and sense of responsibility, in preparing them to be active citizens, in developing healthy and safer lifestyles and in helping them to form good relationships and to respect their spiritual, moral, social and cultural development. As such, PSHEE is essential to ensuring that children at Finton House School are effectively prepared for life in British society.

PSHEE promotes spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. It helps children to develop self-knowledge through an exploration of their identity and belonging, their ideals and the meaning they see in life. It aids their moral development through helping them to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. It promotes social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. Cultural development, of which the Assistant Head: Culture coordinates, is promoted through helping children to understand the nature and role of the different groups to which they belong, to learn about the diversity in society and to develop respect for difference.

2. Aims and objectives

Aims

Morality

- To foster a sense of **social and moral responsibility**.
- To ensure that children are effectively prepared for life in **British society**; enabling children to distinguish right from wrong and to behave appropriately online (see Child protection and Safeguarding Policy and Acceptable Use Agreement).
- To promote and develop the **personal attributes** through our Finton House Values which reflect the school's aims and ethos.

Self-Belief

- To develop **confidence** in talking or writing about their opinions and to explain their views on issues and events that affect themselves, society and the world.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements and in so doing promote **self-awareness, self-esteem and self-confidence**.

Resilience

- To equip pupils with the confidence and tools to report any issues involving **disrespect within a friendship** specifically with child-on-child abuse (see Child Protection and Safeguarding Policy 2022)
- To equip pupils with age-appropriate learning on personal safety, consent and correct scientific names for body parts.
- To appreciate that their bodies are their own and special and to learn what they should do to safeguard themselves if they don't like what is being done to them, i.e. **child on child bullying and child on child abuse**.
- To provide a safe place to debate **controversial issues** such as terrorism and extremism, to be aware of the risks associated with them and to enable children to challenge extremist views.

- To develop a sense of **citizenship** through understanding how a community works and to facilitate an understanding of the contribution they can make to their community through active involvement and participation.
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Respect

- To promote **mutual respect** and tolerance of others through understanding different types of lifestyles, faiths, disability, beliefs and relationships, paying particular regard to the Protected Characteristics set out in the 2010 Equality Act.
- To ensure pupils understand that **equal opportunity**, treatment and respect is given to the Protected Characteristics being **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**.
- To ensure pupils see all races and religions as equal.
- To enable pupils to understand the importance of male and female pupils being treated with the same respect.
- To teach that all marriages and unions are of equal acceptance.
- To specify to pupils that those with disabilities are offered equal opportunities and treatment.
- To ensure respect and understanding of what different families look like for example same sex parents, single parent families.
- To encourage children to gain a **respect** for others, paying particular regard to the issues of gender, stereotyping, individual liberty, prejudice, discrimination, beliefs, or race. To encourage an appreciation and respect for their own and other cultures whilst building resilience to radicalisation through the promotion of fundamental British values.
- To understand the nature of **democracy**, dictatorship and a communist state and to encourage **respect** for the fundamental British values of democracy. To support the participation in the democratic process and to respect the basis for how the law is made and applied in England.

Kindness

- To understand the concept of disability and to act in a caring, but appropriate manner to those with special needs, both educationally and socially. As a result, to seek confidently a wide variety of relationships and to adopt **appropriate behaviour**.
- To know how to develop a **healthy mind** by identifying difficult emotions and through a range of techniques, including mediation practice, be able to develop a present and calm mind.
- To recognise and manage change, loss and grief, understanding that these are normal parts of life, and to know how and where to access trusted sources of support for themselves and others when needed.
- To learn about **health risks and safety issues** and how to respond in an emergency, i.e. drugs, nicotine, eating disorders, alcohol, fire, water, accidents, 999 calls and basic first aid.

Objectives:

- To know about **public institutions** and services in England.
- To know about **global environmental issues**, knowing how precious all life is on earth and how we all have a responsibility to take care of it.
- To know about people who have made a difference in the world and to consider how they could themselves perhaps **make a difference**.
- To know about the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their **contribution to society** through the payment of VAT)
- To know the role money plays in their own and others' lives, including how to **manage their money** and about being a critical consumer.
- To know how to **live healthily**, making informed and reasoned choices.
- To recognise, as they approach **puberty**, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. As well as beginning to develop understanding as to how to approach sexual relationships in both a respectful and safe manner.

3. PSHEE Curriculum

Throughout the school, all classes have timetabled PSHEE sessions each week. The termly focus for PSHEE are based on Health and Wellbeing, Relationships and Living in the Wider World (see PSHEE overview – appendix 2). These are linked where appropriate to other curriculum areas e.g. RE, science and maths. The PSHEE objectives are also sometimes the focus of class time.

In addition to the subject objectives, learning opportunities in PSHEE are further enhanced by the following extra-curricular and cross-curricular events:

- E-safety teaching (see Computing SOW) and annual workshops run by Childnet.com
- Cycle training
- Road Safety
- Pupils' Council
- Y6 Positions of Responsibility
- Drop in mindfulness
- Mentor groups
- Cross curricular time

The Finton House Values

The Finton House Values (see Appendix 1) help develop pupils' personal attributes. They underpin teaching and learning opportunities and are introduced and reinforced in assemblies. Assemblies are led by teachers, classes and external speakers and are organised by the PSHEE coordinator and the Phase Leaders. The values are rewarded by the giving of stickers and the awarding of the weekly commendation certificates. Good behaviour house points' are also linked to school rules and the Finton Values.

Pupil Council

Pupils' Council is used in conjunction with the PSHEE objectives, where the Finton House Values help to develop the character qualities which will prepare and enable children to take an active part in British society (see Pupil Voice Policy). The Fundamental British Value of democracy is modelled by the election of a Pupils' Council representative for each class by their peers.

How the Pupils' Council works:

- **Elections – in September** each class in Years 1-6 elects a representative for the Pupils' Council for that academic year. In Years 3-6 the children interested in standing for the position are asked to make a short presentation before the elections to explain why their classmates should vote for them. The elections provide an opportunity for the British value of democracy and respect to be practised.
- **Class Discussions** – Every 2-3 weeks, classes follow a link from Smart Schools Council which is circulated by Alice Drew. The Pupils' Council rep leads the discussion shared on this link; counts the votes and helps to record the information online.
- Each half term the Pupils' Council reps are invited to share recent pupil feedback during a phase assembly, using the Smart Schools Council data.

Pupil voice

- Year 6 pupil responsibilities allow pupils to direct one area of the school e.g. STEM, Music, House Captains, School reporters, Sports, Library and Art Monitors. The staff use this to gain valuable feedback about their area and listen and respond to pupil voice.
- A key element of the Houses System is to support charities, and this involves fundraising for national charities demonstrating the pupil commitment to the lives of those in the wider community.
- Year 5 and 6 pupils are used as tour guides to prospective parents and are able to talk about daily life at Finton House and the highlights of their school journey.
- There are clear outcomes of pupil voice displayed at the entrance to the school and suggestions from pupils that have become a reality e.g. charity events
- Each year group has 2 Eco reps, responsible for helping to care for the school environment by promoting recycling, saving energy, and encouraging others to make eco-friendly choices.
- Pupils complete a Quest Wellbeing survey from Year 1 upwards Pupils complete the survey which demonstrates that they are able to evaluate their own self-understanding, self-esteem, self-confidence, self-discipline and resilience. Pupils identified as a concern are re-surveyed towards the end of the academic year to evaluate the impact of support and interventions.
- All pupils have the opportunity to share any worries and concerns and are reminded how to do this on posters around the school e.g. Frog VLE Page, named adults, worry box
- Year 5 and 6 pupils are asked to complete a PSHEE/RSE survey annually and this gives them a chance to express their views on the subject and helps us to understand how we can improve.

4. Lesson Allocation

- All classes have a timetabled PSHEE lesson each week.
- In addition, there are timetabled Class Time sessions each week when teachers can address topical or pastoral issues.
- Assemblies are used as an opportunity by both staff, visiting speakers and children to develop and reinforce aspects of the PSHEE curriculum.
- In addition to teaching mindfulness programmes through Paws B in Y4, .Breathe in Y6, and dots in Y2, there is also a lunchtime drop in session available for Years 3 to 6. All of which support mental health.
- Zones of Regulation are taught in Year 2 (class time), Reception and Year 3 (curriculum time) and are part of the language of every classroom. There is also an early morning session to which children requiring extra support are invited to attend.

Please see the Curriculum Policy for further details regarding lesson allocation.

5. Teaching and Learning

How PSHEE is taught

- Predominantly, PSHEE lessons are taught to the whole class and, where appropriate, individual or group work tasks are differentiated. The emphasis is on first-hand experience and we encourage children to take control of their learning. Groups may be mixed or of a similar ability level.
- Learning in PSHEE is most effective when it is central to the culture and ethos of the school. Accordingly, it forms the focus of assemblies through the personal goals (see section 3) which are delivered by members of staff and external speakers.
- Curriculum PSHEE is taught through a range of different methods depending on the age group of the children. There are many opportunities for cross curricular links in PSHEE. In Year 5 and Year 6, for example, many of the RSE (relationships and sex education) objectives are covered in science lessons. Owing to the nature of the subject, there are many opportunities for cooperative learning; the children being placed in mixed ability groups.

Learners

- Some pupils with Special Educational / Learning Needs are supported by a Teaching Assistant and more formal learning is recorded on sheets or in books which allows for differentiation.
- Some SEND pupils are supported by a teaching assistant and have work adapted or pre-taught to meet their needs to ensure accessibility and inclusion.
- Pupils with Social and Emotional Mental Health needs are supported in and out of class by assistants and specialist teachers. Should specific topic support be needed resources are adapted as necessary.

Resourcing

- Resources to support lesson planning and teaching are stored in the Emma Thornton building. This cupboard contains fiction and non-fiction books for children along with general books for teachers' use. These focus on activities to develop self-esteem and for circle time. Further teaching resources (books) are located in classrooms and resources for children are located in the library. New books available see appendix 3 and Frog PSHEE page.
- Online resources available to help support non-specialist teachers with lesson plans, are varied and the school subscribes to Coram Life Education annually. Teachers understand that they are able to contact Coram Life Education directly should they have any questions or require further information beyond the information that be provided by colleagues, Head of PSHEE and Deputy Head Pastoral.
- At Pastoral Meetings and Subject Co-ordinator meetings staff plan for any resources that are necessary and the PSHEE budget allows for request purchases. The Deputy Head Pastoral and Head of PSHEE liaises with the Librarian to ensure new resources are displayed and communicated to staff.
- Head of PSHEE and Deputy Head Pastoral are available for teaching support should any staff triggers arise with PSHEE topics.

Recording

- When appropriate, RSE / 'Thought' books are used to record learning. Class journals are also used from Reception to Year 6. Where tasks are more practical, photos may be placed in books to record the learning that has taken place. Children annotate the photos where necessary.
- Although there is no formal homework for PSHEE, a range of resources and links are shared on Frog (VLE). The pupils are able to access these at home to consolidate and extend their learning.

Staff training

- Some PSHEE lessons are taught by non-class teachers e.g. Mindfulness. This is because the staff member has a specialty or training in this area.
- All staff delivering PSHEE/RSE receive regular CPD on new statutory content and in the handling of sensitive discussion. This is carried out through Insets, phase meetings, whole school meetings, online training and observations.
- Class teachers are responsible for planning and teaching the PSHEE lessons using the PSHEE schemes of work. Support for delivering the lessons is supported by the PSHEE heads, inset is provided for any areas of need that are identified by staff:
(Inset Sept 2022 - It Happens) which signposted further support available to all staff for the teaching of PSHEE. Should specialist teachers be required to teach PSHEE there is full verbal communication, preparation and support for the teacher.

Learning Skills

- In PSHEE and RSE, the learning skills are developed through discussion, reflection, and exploration of real-life situations. Pupils are encouraged to communicate their ideas clearly and listen respectfully to others, while also developing the independence to make thoughtful decisions about their own wellbeing and relationships. These opportunities foster empathy, resilience, and confidence in managing different situations both in and beyond school.

6. **Assessment, Monitoring and Reporting**

- The PSHEE policy and curriculum is reviewed annually by the Academic Team and Governors to ensure continued compliance with statutory guidance.
- The curriculum and policy are updated in response to the guidance and also in response to pupil/teacher and parent feedback.
- Assessment is carried out in a variety of ways to ascertain the children's level of understanding of specific tasks and of their overall understanding of a PSHEE topic. Assessment methods include lesson observation, discussion, questioning and marking.
- Pupils will be assessed by observation in class, and questioned to ascertain both their level of understanding and knowledge, and their development of personal and social skills.
- Verbal feedback is intended to be constructive and in particular aims to raise each child's self-esteem and encourage further thought.
- Journal scrutiny is also used as a tool to monitor progress.

Please see the Assessment, Recording and Reporting Policy for further information.

7. Appendix 1 – The Finton Values



Our Finton Values	Self-Care (self-awareness) (self-compassion) (resilience & agency)	People-Care (social awareness) (compassion for others) (citizenship & belonging)	Earth-Care (environmental awareness) (compassion for nature) (rewilding & regenerating)
Kindness	Be kind to yourself and be proud of yourself. You matter and what you do matters.	Include everyone and be mindful of people's different needs.	Nurture empathy and compassion for the environment, creating a harmonious and sustainable world.
Morality	Remember the difference between right and wrong and show this through your actions and words. Be honest and truthful.	Try to forgive people when they say or do things which hurt your feelings.	Be responsible, be fair and respect all living beings and the planet.
Self-Belief	Celebrate your successes and learn from your mistakes.	Encourage others to believe in themselves.	Believe you make a difference, embrace sustainable practices, and inspire others to follow your lead.
Resilience	Respond in a positive way when faced with difficulty. Always do your best and ask for help when you need to.	Encourage each other to have a Growth Mindset, remembering the power of YET.	Adapt, persevere, problem-solve to face environmental challenges and contribute to a thriving, sustainable world.
Respect	Demonstrate good manners through your words, actions and body language.	Treat others as you would like to be treated, celebrating everyone's individuality.	Look after the environment, the people around you, and your own and others' property.

8. Appendix 2 – PSHEE Curriculum Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Being our Best - To understand and apply expectations and school rules - To understand the different Zones of Regulation - Healthy habits and washing hands - To learn about Human Change and growth (babies, toddlers, teenager's vocab etc) - To introduce and know reproduction of children and pets. - To know about birth and babies.	Open Hearts and Guiding Hands - I can notice feelings in my body, so I can name my emotions. - I can notice when I feel upset, angry or worried, and do things to help myself feel better. - I can find ways to help others feel better when they are unhappy. - I can sleep, exercise and eat to stay healthy. - I can celebrate things that make me special - I can help people feel included and value making friends who are different to me. - I can celebrate everyone's differences so that everyone knows that they belong.	Secure and Safe - To know the dangers and hazards in the home and outside. - To know what to do if someone is hurt and conscious. - To know how to get help by making a 999 or 112 call. - To teach the children how to assess a casualty and to call for help. - I can spot what I am good at, and practise hard so I get even better. - I can keep going, even when I don't find something easy. - I can notice how people's jobs are helpful for the community.	Emotions and Feelings* - To identify a range of emotions and feelings - To increase emotions vocabulary - To be able to control your emotions - To be able to recognise facial expressions - To be able to identify which zone you are in - To know our emotions can change throughout the day - I can be helpful and kind at home, to support my family. - I can say no when I feel uncomfortable, so I can keep my body safe. * - I can respectfully share my opinion and listen to others, even if we disagree.	Mindfulness Paws B - To know how to keep the mind and body safe and healthy* - To know how the different parts of the brain and how they work together - Developing an understanding of focus and concentration - Recap the torchlight of attention and tummy and chest breathing from year 2 'Dot Mindfulness' - To recognise that we all wobble and find ways to steady ourselves - To know that thoughts are not facts - To know how we can nurture ourselves and others - To know how our emotions change as we get older* - Resilience, progression and coping strategies - To develop resilience and coping strategies	Let's Get Ethical - I can make good choices with my money, so I can prioritise the most important things. - I can contribute to my community, so I can make it better and feel like I belong. - I can make changes to support everyone to thrive. - I can make links between the way things were in the past and how they are now. - I can listen deeply to other people, so I can understand their experience better. - I can reduce the pressure on myself and others to act in a certain way, so we can all be free to be our true selves. - I can offer support and empathy to people facing discrimination. - I can notice barriers for people, and make changes to include everyone. - We can find activities that include all our friends and that add value to our and their lives.	Mindfulness Dot Breathe - To develop resilience and coping strategies - Taking responsibility for keeping the mind and body safe and healthy - Developing an understanding of the functions of the prefrontal cortex - To be able to develop concentration. - How the different parts of the brain work together - Learning that we can change our brains - Developing an understanding that we make choices about how we react - To know why we sleep and its importance - To know that humans are social beings and brains can identify emotions of others - To know how to read signals of others and recognise sensations - To know how breathe can help us give time and space to respond better
						- To know how to stop serious bleeding. - To know how to help someone who is choking.	- To develop an understanding of how health issues and waterborne diseases can be prevented. - To develop further how unhealthy lifestyles and poor diet can cause world disasters (issues). - To understand how poverty and climate play a role in world health issues. To develop better understanding of HIV/AIDS and the impact it has in third world countries.
Spring	Circle of Life* - I can keep my private parts safe and respect other people's bodies. (LL) - To reinforce the Zones of Regulation and remind children how we use them at school. - To be able to name and identify different feelings. - To help children find ways to move back to the green zone. - Appropriate teaching of 'PANTS' and private body safety	Keeping Safe Inside and Out* - To know what they think about keeping themselves healthy. - To understand the importance of not eating too much of one food type e.g. party foods, sweets and fatty foods. - To know that exercise every day is important to keep us healthy. - To know that sleeping and keeping clean also help to keep ourselves healthy. To know that medicines and injections can also help to keep us healthy. - To also learn that drugs have to be taken carefully otherwise they can be dangerous. - Appropriate teaching of 'PANTS' and private body safety - I can spot risks so that I can cross the road safely. - I can spot risks in lots of different places, so I can make safe choices. - I can make a plan to stay safe in many different places.	Feeling Safe and Speaking Up* - I can feel confident about the changes that will happen to my body as I get older. - I can follow a plan during an emergency so I can keep myself and others safe. - I can ask questions to understand what is safe. - I can look after my teeth to keep them healthy. - Appropriate teaching of 'PANTS' and private body safety	Keeping Safe - I can spot the risks around transport, so that I know how to keep myself safe. - I can make a plan to reduce the risk in all weathers and places. - I can have a go at new things, even if I find them hard. - I can make good choices that help me look after my physical and mental wellbeing. - Appropriate teaching of 'PANTS' and private body safety	Body Smart* - Keeping our bodies clean and healthy - Preventing the spread of disease - Sunburn, allergies and anaphylaxis - Appropriate teaching of 'PANTS' and private body safety - Introduction to puberty* - LL - I can look after myself in order to prevent the spread of illness. - I can follow a plan to keep myself and others safe in various situations. - I can take into account the consequences of smoking and vaping to help me make healthy choices. - I can make choices that keep my money safe. - I can imagine how I might help my community as I grow up.	Living Happy, Living Healthy* - I can take into account the consequences of smoking and vaping to help me make healthy choices. - I can recognise the signs of addiction, so I can empathise with those who suffer from it and avoid becoming addicted in the future. - I can follow the steps to quickly report an incident to the correct emergency service. - I can navigate hazards e.g. fire so I can protect myself and get help quickly in an emergency. - I can make a plan to manage risks whilst on adventures and facing challenges. - I can recognise the signs of a healthy and unhealthy friendship, so I feel safe and happy with my friends. - I can manage my feelings when relationships change and seek the support that I need. - I can notice the reasons why I have a problem with a friendship, so I can make the relationship better. - I can fix friendships when things go wrong, while respecting everyone's needs. - I can decide and share my own boundaries to tell people what I want and need. - Appropriate teaching of 'PANTS' and private body safety - Heart Start – Level 2 - To revise what constitutes a healthy life.	Health and Wealth* - I am prepared for emotional changes that happen during puberty, so I feel more confident. - I am prepared for physical changes that happen during puberty, so I feel more confident. - I am prepared for changes that will happen to me during puberty, so that I feel more confident. - I can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist. - I can understand what sexual reproduction is, so that I am better prepared for adulthood. - IT HAPPENS - Appropriate teaching of 'PANTS' and private body safety - to 'no means no' - I can make a plan for how I will achieve my dreams. - I can identify the skills needed for certain jobs, roles and hobbies. - I can protect any money that I have, so I can spend it on things that I really want and need. - I can make a plan for how I will achieve my dreams. - I can identify the skills needed for certain jobs, roles and hobbies. - I can protect any money that I have, so I can spend it on things that I really want and need. - To recognise what world-wide health issues there are. - To understand the importance of clean water in reducing disease. - To learn how access to clean water can change people's lives and improve their health.
	People Who Help Us - To know people who help us - To be aware of different staff in the school and their job. - To be able to see themselves as unique and special			Diversity & Interdependence - I can treat people kindly and challenge discrimination, so everyone can feel safe to be their true selves. - I can make changes to include everyone, so no-one feels left out. - I can treat my neighbourhood with respect, and make good choices that help look after the planet. - I can identify and safely challenge discrimination so that			

Summer	Respect	Me, My Family and My World	Mindfulness Dots	Taking Care of Me*	We All Belong	My Body and Me*	Everybody Counts*
	•To learn what is meant by the term disability and how it can be temporary, long term or last a lifetime. •To actively promote respect for other people considering disability and appearance. •To appreciate that there are similarities and differences among us all.	•I can describe how my family look after me and what I can do to help them. •I can spot when I feel safe with different people. •I should be kind to friends and family and listen to other people carefully. •I can spot good friends and be a good friend myself. •I can keep money safe, so I don't lose it. •I can choose what to buy and what not to buy, so I get the things I want and need the most.	•To introduce mindfulness as a way of training attention. •To learn the 'Dot' practice. •To learn resilience and coping strategies •To be able to develop an awareness of feelings. •To explore movement, settling in your own space and physical sensations •Explore tummy and chest breathing •Taking a mindful mouthful •Recognising choice •To experience awareness of the body in motion •To explore intentions of the body, 'autopilot' and all the senses •To experience mindfulness touch and sound •To revisit the torch light of attention •FOFBOC •Change and loss are a part of life •Challenging stereotypes	•To consolidate an understanding of the need to keep clean •To know I can take responsibility for keeping themselves clean •To know I can take responsibility for keeping my teeth clean and healthy •To know how babies develop before and after birth * •To know areas of the world where health and hygiene is an international concern. Hopes and Dreams •I can make good choices with my money, so I can get what I need and want the most. •I can understand when money is and is not important, so I can value what I have. •I can talk about how I will achieve my hopes and dreams	•I can support my friends to be their true selves and be happy. •I can say 'no' to my friends in respectful way so that I feel safe. •I can get support and do things that help if I lose someone I love. •I can notice when I'm being influenced by other people. •I can identify when I may be being tricked or manipulated, and can react appropriately and safely. •I can identify and safely challenge discrimination so that everyone is treated fairly. •I can help others to be their true selves by celebrating their unique features and challenging stereotypes when I see them. •I can celebrate myself for who I am and not what I am expected to be. •I can live in line with my personal values, so I can make decisions that feel true to myself. •I can use the British Values to think about things and decide how I feel about them. •I can celebrate the different people in my community, so everyone feels appreciated.	•I am prepared for changes that happen during puberty, so that I feel more confident. •I can support people who menstruate so that they can be more comfortable during their periods. •I can clean my body, so I can stay healthy and happy during puberty. •I am prepared for changes that happen during puberty, so that I feel more confident. •I can support people who menstruate so that they can be more comfortable during their periods. •I can clean my body, so I can stay healthy and happy during puberty.	•To promote respect for civil and criminal law •To promote respect for the fundamental British values of democracy •To know why and how rules are made and enforced. •To be able to take part in making rules and to know the term citizenship. •To promote understanding of and respect for the democratic process, including respect for the basis on which law is made and applied •To be able to use vocabulary associated with government in Britain. •To know what democracy is, and about the institutions that support it. •To know the different ways of governing a country. •To know what a heart attack is and to be able to recognise the early warning signs •To know how to help someone who is having a suspected heart attack. •To know how to make a 999/112 call for an ambulance using both a landline and mobile telephone. •To be able to recognise the early warning signs of a heart attack and how to help someone who is having a suspected heart attack •I can make healthy choices and resist peer pressure to take drugs. •I can evaluate the evidence around vaccines, so I can explain why they are important in saving lives. •I can follow basic first aid instructions to look after people in an emergency. •I can recognise the signs of a healthy romantic relationship. •I can use these skills to maintain healthy relationships with my friends and family. •I can tell people what my boundaries are, and listen to theirs, so I can treat people kindly and respectfully. •I can put energy into healthy relationships and not into unhealthy ones, so I can stay safe and happy.

This scheme of work has been updated to align with the 2025 DfE Statutory Guidance for Relationships, Sex and Health Education.

*RSE content

N.B Please note that the above topics are covered in PSHEE, however they are also covered in assemblies, workshops, the wider curriculum and through the School Values.

9. Appendix 3 – PSHEE Resource books

Resource Books PSHEE RSE EDI	
ABC of Equality <u>Aalfred and Aalbert</u> – A love story Amazing Black and British: An Illustrated History Blue Chameleon Bodies Are Cool: A picture book. Big Book of Families <u>Beegu</u> The Body Book The Bright Body Book The Declaration of the Rights of girls A Different Sort of Normal Dogs Don't Do Ballet Elmer Going to the Volcano Hello <u>Hello</u> How to Heal a Broken Wing How to be a Lion I Am Perfectly Designed I talk like a <u>River River</u> Introducing Teddy Julian Is a Mermaid x 2 King of the Sky Kenny Lives with Erica and Martina Love your body The Little Island A Little Bit Different	M is for Melanin A Celebration of. Making A Baby: An Inclusive Guide. Max the Champion <u>Marion Bundo</u> My Big Fantastic Family Mixed My Body's Changing: A Girl's Guide. My Body's Changing: A Boy's Guide. My Daddies! Mummy, Mama and Me My Own Way: Celebrating Gender. Our House Planet Omar Pink Is for Boys Red Rockets and Rainbow Jelly Rose Blanche Super Duper You Tango makes Three The only Way is Badger The Girls The Island The Pirate Mums The Family Book The Truth about Old People Want to Play Trucks? We are all wonders What Are Little Girls Made of? What is Masculinity? Why Does it What's Happening to Me? Boy What's Happening to Me? Girl What the jackdaw Saw When Sadness comes to Call You Choose