

2d - Personal, Social, Health and Economic Education Policy (PSHEE), Citizenship Policy

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Mission Statement

Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

Diversity, Equity and Equality Statement

At St Augustine's Priory we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life. To that end we embrace the RADIO toolkit to equip all members of our community with the skills to participate in building a respectful culture.

We promote the needs and interests of all students, irrespective of their culture, ability or aptitude by ensuring that lessons are age appropriate and address issues relevant to their stage of development and that issues are dealt with in a manner that is sympathetic to all in the audience. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by adhering strictly to the code of practice drawn up at the beginning of each year which is revisited regularly. We will use PSHEE education as a vehicle to address diversity issues and to ensure equality for all. Specifically we encourage our students not to discriminate against others on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We aim to develop a culture of respect, inclusion and diversity in which all those connected with the School feel proud of their identity and are able to participate fully in School life.

What Is Personal, Social, Health and Economic Education?

Personal, social, health and economic (PSHEE) education is an important and necessary part of all pupils' education. 'Health' includes both physical and mental health. All Schools should teach PSHEE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. In Nursery and Reception (EYFS), the subject is called Personal, Social and Emotional Development (PSED).

We believe that it is for Schools to tailor their local PSHEE programme to reflect the needs of their pupils; we expect Schools to use their PSHEE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

*Schools should seek to use PSHEE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic School curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.
(Department for Education 2013)*

Under the Education Act (2002) / Academies Act (2010), all Schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the School and of society.
- Prepares students at the School for the opportunities, responsibilities and experiences of later life.

PSHEE encourages respect for other people, with particular regard to the protected characteristics of the Equality Act (2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

PSHEE at St Augustine's Priory

St Augustine's Priory has as its ethical backbone the teaching of the Catholic Church. Catholic pupils represent our largest faith group but we have many others and learn from their religious traditions. The School will, in the space of one more generation, celebrate its four hundredth anniversary. It has survived because it has always been, and still is, ready to adapt and change without losing its sense of identity, idealism or tradition. We will continue to actively equip our pupils with the confidence, common sense and academic and social skills they will need to face the problems and infinite responsibilities of a changing world.

At St Augustine's Priory, PSHEE is delivered through the curriculum and is an implicit part of the pastoral support and disciplinary system in the School. It is considered to be the curriculum context for the personal and social development of the individual, and underpins the whole education process. The focus is on the development of the 'whole' person – leading and stimulating them to develop their full potential – intellectually, physically, socially, spiritually, emotionally, morally and aesthetically. It reflects and supports 'Helping Children Achieve More' (formerly, 'Every Child Matters') and is closely interwoven with the teachings of the Catholic Church, whilst acknowledging our rich and diverse community. PSHEE allows for personal growth through a planned educational programme which enables the pupils to become healthy, independent, respectful and responsible members of society. We encourage pupils to play a positive role in contributing to the life of the School and the wider community. These activities, both inside and outside the classroom, are valuable learning experiences and allow pupils to develop their sense of self-worth as well as teaching them about their responsibilities. They learn to appreciate what it means to be a positive, contributing member of a diverse multicultural society.

Spiritual, Moral, Social and Cultural Development of Pupils

St Augustine's Priory does not have a separate policy on SMSC as we believe that these values are delivered and promoted in various other ways including in the teaching of PSHEE, through participation in worship and the Catholic life of the school, which includes actions for the Common Good such as charity fundraising and community projects such as the Faith and Belief Forum and Diocesan pilgrimages. SMSC values in addition are explicitly referenced in Departmental Schemes of work and therefore embedded in teaching practice. SMSC values are inculcated in pupils by the ethos and education throughout the school. We do, however, have a statement on SMSC in our PSHEE handbook that shows how SMSC development works at St Augustine's Priory and how it fits with our aims and ethos as a Catholic school.

At St Augustine's Priory we actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The aim is to enable all of our pupils to play a confident, informed role in British society by having a fully developed values system and being able to interact with other people in a positive way.

Principles and Values

St Augustine's Priory believes that PSHEE should actively:

- Promote spaces for listening to pupils.
- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle. This includes promoting an awareness of the importance of mental health in the context of safeguarding.
- Promote independent and responsible members of the School and local community showing particular regard to the protected characteristics under the Equality Act 2010.
- Encourage every student to be positive and active members of a democratic society and to have a good understanding of Fundamental British Values.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues. This includes identifying risky behaviour amongst friends and knowing how to report.
- Foster awareness of different types of abuse they might encounter, and actions they can take to protect themselves and others from these. Examples include grooming in any form, cyber-bullying, sexual exploitation, child on child abuse, serious violent crime or honour-based violence in its various forms.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

- Develop good relationships with other members of the School and the wider community.
- Actively promote fundamental British values of democracy and the rule of law.
- Enable pupils to understand how citizens can influence decision-making through the democratic process.
- Give pupils an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. Equally, convey that citizenship comes with responsibilities.
- Enable pupils to understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- Enable pupils to understand that the freedom to hold other faiths and beliefs is protected by law and an acceptance that people having different faiths or beliefs to oneself (including those who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour.
- Enable pupils to have an understanding of the importance of identifying and combatting unfair or illegal discrimination.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment. Our RADIO toolkit is designed to equip pupils with these lifelong skills.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other School partners.
- Know and understand what constitutes a healthy lifestyle, both mentally and physically.
- Enable students to be aware of safety issues, especially those online.
- Encourage respect for others regardless of age, race, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- Help pupils become economically aware and make informed decisions through financial literacy sessions.

Aims

Our PSHEE programme aims to prepare students for an effective adult life in which they can:

- Use their voice if they need help or if others need help
- Develop personal autonomy by encouraging self-awareness, self-knowledge, self-esteem and self-confidence and self-control
- Be successful learners who enjoy learning, make progress and achieve, and are resilient
- Be responsible citizens who make a positive contribution to society
- Be aware of different types of abuse(s) and be resilient against any form of grooming
- Be aware of support for those experiencing risk from themselves or others
- Actively understand and promote fundamental British values and the rule of law
- Avoid being exploited or exploiting others
- Understand and value themselves as individuals and as responsible and caring members of society in line with Gospel Values of Truth, Justice, Compassion and Forgiveness
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in their local community and to society more widely
- Respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety

- Distinguish right from wrong and respect the civil and criminal law of England, including in instances of cultural practice that may conflict with the above
- Understand what makes for good relationships with others, to develop a whole variety of relationships and adopt appropriate behaviour
- Further an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures and religions
- Encourage tolerance, respect and sensitivity towards others, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Understand that there is a separation of power between the executive and the judiciary and that whilst some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Understand that the freedom to hold other faiths is protected in law
- Understand the importance of identifying and combatting discrimination
- Ensure that pupils appreciate racial and cultural diversity, avoid and resist racism and never see those of a particular race or religion as inferior in any way
- Help develop independent and responsible members of the School community, in preparation for social and economic independence in later life
- Understand and respect the role of public institutions and services in England
- Be positive and active in their attitudes to School life
- Be aware of safety issues both online and in the real world
- Know and understand what constitutes a healthy lifestyle, both physically and mentally
- Develop awareness with regards to their personal hygiene and taking care of their bodies, including issues such as smoking, vaping and drugs

Delivery and Procedures

Pupils will study various topics that are age specific, that are related to:

1. Relationships
2. Health and Wellbeing (including mental health)
3. Economic Wellbeing and Careers
4. British Values (Citizenship, the Rule of Law)

Preps and Pre-Preps use Borough of Ealing PSHE schemes of work in Lent and Michaelmas terms and TenTen Life to the Full in the Summer term for the RSE lessons. TenTen resources are also used to deliver RSE in the Senior School.

A variety of teaching and learning strategies are used to deliver PSHEE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHEE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time/pupil voice activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation

- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends

PSHEE will be taught as a specific subject throughout the School and in other curriculum areas and co-curricular events, which include the following:

- PSHEE taught as a specific subject
- PSHEE and Citizenship taught in other subjects (E.g. Healthy eating in Science)
- PSHEE and Citizenship activities and School events (E.g. Charities Week and Assemblies)
- Individual discussion if required
- By visitors to School (E.g. TFL, biennial Drugs talk)
- By good examples shown by all the staff at St Augustine's Priory
- A healthy environment at St Augustine's Priory (E.g. Inspiring displays in corridors, a welcoming and inclusive atmosphere and a balanced lunch menu)
- A School Nurse and dedicated School Counsellor available
- Various days out to related venues (E.g. Race for Life)
- Various days in School addressing topics in PSHEE and Citizenship (E.g. Anti-Bullying Week Children's Mental Health Week; Wellbeing Week; Enrichment Week)
- Developmental Spiritual Retreats for Year 1-Year 13; Be Spirited Time; Mindfulness club.
- Training of Mental Health Ambassadors/Peer Mentors in the Seniors.
- In preparation for DofE – teamwork, leadership, outdoor skills, First Aid.
- Stewardship in the Preps, and other outdoor activities

To deliver this Curriculum young people need a breadth of opportunities to develop their knowledge, skills and understanding. We use a wide variety of strategies, materials and equipment appropriate to the task in hand. Each form teacher is provided with an overview which shows which topics should be covered during the term, with plenty of resources and ideas for discussions on the relevant topics. We are always mindful of the age, needs and abilities of individual children and aware of the necessity of ensuring equal opportunities for all. The nature of the learning environment is crucial, and the quality of inter-personal relationships is a significant factor.

Our Prep programme for PSHEE and Citizenship encompasses SEAL (Social and Emotional Aspects of Learning) and QCA material for each year group with planning adapted to meet the needs of the children in those classes. Aspects of PSHEE and Citizenship will also be covered within other subjects and in special days and weeks. Teaching strategies such as circle time, role-play, discussion etc. are used to deliver it. We make use of timetabled curriculum lessons and also form times to deliver PSHEE content.

We use a range of teaching and learning styles at every phase of the school. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of activities that promote active citizenship, e.g. charity fundraising, the planning of School special events such as preparing for a class Mass, liturgies and assemblies, Songs and Certificates for Yr. 1 to Yr. 6, or involvement in an activity to help other individuals or groups less fortunate than themselves, especially in Charities Week. 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 students the opportunity to hear a range of visiting speakers on a variety of topics to gain a balance of views over time for example, a range of careers, the work of 'CAFOD', StreetInvest, the National

Citizen Service for Yrs 10 and 11, Relationships Education, and 'Transport for London'. We will prohibit the promotion of partisan political views and we will take all reasonable steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils.

Links are made with PSHEE in other curriculum areas as appropriate e.g. Religious Studies, Physical Education, Science, Geography, Modern Languages (particularly at A level) and in topic planning. Our approach to PSHEE and Citizenship is both proactive and responsive. It is a discrete subject in the curriculum and therefore allows form teachers to have flexibility in order to be able to address certain topics/events that are occurring currently, not only locally, but also on a much broader scope around the world. This allows pupils to stay up to date with current events and speak on/discuss topics that are relevant to them. We also hold themed weeks such as Healthy Schools Week, British Values Week and so on, during which all assemblies and form time are intensively focused on these key topics and the Head of PSHEE supplies form teachers with materials and activities to undertake with their forms during daily form time in order to deepen student knowledge. Prevent strategy is covered in various age appropriate ways, for example by lessons on radicalisation in Year 9, and by lessons on being a good neighbour and community cohesion in Years 7 & 8.

We give pupils responsibility within school in a variety of ways through Monitor and Prefect roles.

A spiral curriculum is used throughout the school, allowing students to revisit topics in greater depth as they progress through the school. The schemes of work are also flexible and adapted as needed to suit the needs of the School during that particular term. For example, revision skills or anti bullying may be added in. Student Voice is also widely used and SOW are updated to reflect pupil choice and need – greater focus on financial literacy has been added following a pupil questionnaire.

Outcomes

There is no formal assessment for the curriculum of PSHEE and Citizenship, though Pupil Voice and some assessment of engagement is included in the Scheme of Work. The focus of the lessons is to educate the children in various areas that are relevant to their development as people and for them to explore various topics in a safe and encouraging environment. The students give verbal feedback as well as written feedback about what they have learnt during the lesson. Informal methods such as observation, discussion, questioning and participation in groups allow us to monitor the pupils' progress.

All staff of St Augustine's Priory have pastoral responsibilities which go beyond their teaching or support roles. The combination of the formal pastoral structure, the strong academic and extra-curricular programme, and the informal, on-going support offered by all members of St Augustine's Priory staff ensure that each pupil is closely monitored and effectively supported.

Special projects and events, such as assemblies and Charities Week, are observed by other adults, teachers and visitors. Our PSHEE and Citizenship programme is part of a whole School approach to promote good health and wellbeing. We have developed a curriculum that is relevant to the children, connecting with their interests and experiences and relating to their abilities and backgrounds. It also allows pupils to take more active roles and responsibilities throughout the School. This is evident, for example, with the House Captains and other prefects in Priory Sixth, Year 11 and Year 6 classes and Eco-School and Inclusion Committee Reps. They show leadership skills that they have developed over the years due to the opportunities that have been presented to them. We hope that this will provide the children with opportunities to lead positive, healthy, adult lifestyles and the ability to cope with real life issues.

Homework is very occasionally used to support PSHEE and Citizenship through tasks such as finding answers to questions/seeking opinions to further develop the discussions or questions posed in School. They can do this by using books (libraries), internet research and interviews with friends and family.

Career Progression of our Pupils

A range of opportunities are open to students to further develop their understanding of themselves and the world they live in. Career guidance will therefore encourage pupils to fulfil their potential and will be bespoke to the individual. By learning these skills and knowledge at St Augustine's they are able to make informed decisions regarding the numerous pathways available to them, including university, apprenticeships and degree-apprenticeships, and can transition into many different career choices, feeling confident and passionate about whatever they may choose to do. Careers guidance will be presented in an impartial way. Access to a biennial major careers fair highlights career paths for Senior pupils; regular Careers talks for Priory Sixth take place. Priory Sixth pupils contribute to the selection of speakers and take an active role in coordinating these opportunities. The platform Unifrog has been rolled out across the school to support all aspects of this provision.

Confidentiality, Controversial and Sensitive Issues

Due to the nature of PSHEE education, students' learning may result in them seeking advice or support on a specific personal issue. All those who teach PSHEE will be mindful of pupils' particular circumstances and may make special arrangements or adapt material to ensure the wellbeing of all pupils. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including School Nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the School's confidentiality policy, not their own. The School adheres to a Visiting Speaker policy (see related policies) to ensure any contribution safeguards children and is in keeping with the School's values and ethos.

Partisan Political Views

The school takes reasonable steps to ensure that where political views are brought to the attention of students, by whichever means, students are offered a balanced presentation of opposing views. Teachers are not allowed to actively encourage students to support particular political views.

- Partisan –one-sided
- Political – views expressed for a political purpose

In accordance with our Visiting Speaker Policy, visiting speakers are required to sign an agreement to the effect that they will not indoctrinate or radicalise our students and are always accompanied by staff who will intervene if they do so (background checks are carried out on visiting speakers as part of the Visiting Speaker due diligence).

St Augustine's Priory PSHEE Team

- Head of PSHEE for Seniors
- Form Teachers – Pre-Prep, Prep, Senior
- PSHEE Leader for Prep and Pre-Prep
- Deputy Head Pastoral (Seniors)
- Deputy Head Prep and Pre-Prep
- Headteacher
- Head of Sixth Form

Responsibilities

The Governing Body is tasked to set up a robust, straightforward and realistic Scheme of Work for PSHEE. This will be reviewed regularly or when special circumstances arise and updated to reflect changes in the law or changes in circumstances.

The Headteacher in conjunction with the Governing Body is responsible for ensuring that there are adequate resources including training, to support all staff to enable them to deliver the curriculum affectively

The PSHEE Leads will:

- Be responsible for the design and delivery of an appropriate Scheme of Work, compliant with DfE regulations for Independent Schools;
- Advise the Headteacher and Deputy Heads in all matters related to PSHEE;
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PSHEE and citizenship throughout the School;
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in record keeping activities;
- Monitor progress in PSHEE and advise the Head teacher on action needed;
- Take responsibility for the purchase and organisation of resources for PSHEE;
- Keep up-to-date with developments and legislation in PSHEE and distribute information to colleagues as appropriate;
- Organise appropriate guest speakers to present to the relevant age groups.
- Liaise closely with the Deputy Head Seniors (Pastoral) for planning across the school year, in co-operation with the Head of Prep and Pre-Preps.
- Undertake consultation in keeping with Government guidance.

Each pupil has a form teacher who guides them on a day-to-day basis. The teacher is someone to whom a pupil can turn for advice on any aspect of School life. The PSHEE and Citizenship Curriculum is delivered by individual form teachers to their own class and to others on an individual level, so that their age, needs and personal challenges can be catered for.

All teachers have updated training on safeguarding and other issues relevant to PSHEE once a year and are trained on their Prevent Duty. New staff are trained on Prevent as part of their "New Staff Induction Programme" prior to joining.

Extra reinforcement for PSHEE topics can be assisted by the PSHEE Leads, School Nurse, School Counsellor and visitors to the School. When necessary, pupils are allocated a staff mentor who works with them on an individual basis to help them if the need may be. Many activities and experiences will come from a wide variety of materials and individual teachers. Learning by example will also help us to deliver the Curriculum. A good example set by all the staff at St Augustine's Priory will help to promote healthy environment at St Augustine's Priory for all.

Information about related policies

PSHEE and Citizenship filters into many aspects of each pupil's education. The following policies are particularly relevant:

- Pupils with SEND and EAL Policy (these will be separated by the end of Summer 2025)
- Promoting Good Behaviour Policy

- Safeguarding Policy
- Anti-Bullying Policy
- Relationship and Sex Education Policy
- EYFS Policy
- Mental Health and Wellbeing Policy
- Visiting Speaker Policy

Monitoring, Evaluation and Review date

- Samples of work/activities are documented e.g. photographed, or notebooks used for visual representation of learning, and are collected by the PSHEE team. The PSHEE team work closely with Form Teachers to ensure that our aims are being met. The PSHEE Lead passes on to staff any further information as it becomes available and will attend any future training courses for this subject and pass on information where appropriate.
- Senior school students complete the TenTen assessment for RSE.
- The PSHEE policy is reviewed and updated each year in line with the policy update calendar.
- RSE Policy.2f Relationship and Sex Education Policy

See Also

- Schemes of work
- EYFS and Preps overview
- Whole Year overview for Seniors – Year 7 – Year 13
- Whole year overview – Priory Sixth
- [DfE's guidance on physical health and mental wellbeing](#)
- [Better Health: Every Mind Matters](#)
- [Promoting children and young people's emotional health and well-being: a whole-school and college approach](#)
- [Character Education Framework](#)

Reviewed by	Deputy Head Pastoral
Approved by	Academic Committee
Approval date	16 Feb 2025
Next Review by	30 Apr 2026

PSHE Preps & Pre-Preps Scheme of Work

Year	Michaelmas Health and Well Being	Lent Living in the Wider World	Summer Relationships Education TenTen 'Life to the Full'
Nursery	<ul style="list-style-type: none"> ◦ Getting to know others ◦ Recalling names ◦ Recognising similarities and differences between people in the class ◦ Identifying what is special about themselves ◦ Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad ◦ Celebrating achievements ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ Recognising qualities of a good friend ◦ Understanding how to recognise and respond to bullying Link to Anti-Bullying week ◦ Working with another child ◦ Importance of keeping clean ◦ Oral health 	<ul style="list-style-type: none"> ◦ PANTS- keeping safe ◦ Celebrating similarities and differences ◦ Recognising special people in our lives ◦ Understanding different types of families ◦ Understanding how we are all different ◦ Understanding how to celebrate being different ◦ Exploring gender stereotypes ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities 	<p>Unit 1: Created and Loved by God</p> <ul style="list-style-type: none"> • Our uniqueness in real terms • Celebrating differences, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry • Jesus' forgiveness and growing up as God's plan for us <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Different family/friend relationships • Features of positive/negative behaviour in relationships • The importance of saying sorry and forgiveness within relationships <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Practical ways to stay safe inside and out • Staying safe around medicines • People who help us in emergencies
Reception	<ul style="list-style-type: none"> ◦ Recognising a range of emotions i.e. happy, sad, excited ◦ Recalling names ◦ Recognising what make them special ◦ Recognising similarities and differences between people in the class ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ To identify the qualities of a good friend ◦ To identify and respond to bullying Link to Anti-Bullying week 	<p>PANTS – keeping safe</p> <ul style="list-style-type: none"> ◦ Top recognise what makes us proud ◦ To recognise our achievements ◦ To celebrate the achievements of others ◦ To explore assertive skills ◦ To explain who we are similar and different ◦ To explore gender stereotypes ◦ To explore different types of families ◦ Understanding how to stay safe online 	<p>Unit 1: Created and Loved by God</p> <ul style="list-style-type: none"> • Our uniqueness in real terms • Celebrating differences, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry • Jesus' forgiveness and growing up as God's plan for us <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Different family/friend relationships • Features of positive/negative behaviour in relationships • The importance of saying sorry and forgiveness within relationships

	<ul style="list-style-type: none"> ◦ To describe how to make friends and play with other children ◦ To understand the importance of keeping clean ◦ To understand the importance of keeping teeth clean 	<ul style="list-style-type: none"> ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people do 	<p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Practical ways to stay safe inside and out • Staying safe around medicines • People who help us in emergencies
Year 1	<ul style="list-style-type: none"> ◦ To set a goal ◦ To understand and explain how to keep teeth healthy ◦ To understand the importance of food ◦ To understand the difference between healthy and unhealthy foods ◦ To understand the importance of variety on a diet ◦ To explain how to use medicine safely ◦ To explain what voting is and why it is important ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To identify and explain a range of positive and negative emotions 	<ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To understand the difference between wants and needs ◦ To celebrate achievements ◦ To celebrate the achievements of others ◦ To fundraise money for a charity ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how you can keep yourself safe at home ◦ To explain how to keep safe at home ◦ To explain the difference between good and bad secrets 	<p>Unit 1: Created and Loved by God</p> <p>We are uniquely made by a loving God</p> <ul style="list-style-type: none"> • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • ‘Special people’ in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and forgiveness within relationship <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • The risks of being online • The difference between good and bad secrets • Teaching on physical boundaries • The effects of harmful substances • Some basic First Aid
Year 2	<ul style="list-style-type: none"> ◦ To set a goal ◦ To identify healthy and unhealthy foods ◦ To explain what a healthy snack is ◦ To name the 5 food groups ◦ To identify foods within each of the food groups 	<ul style="list-style-type: none"> To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs To explore life in different countries 	<p>Unit 1: Created and Loved by God</p> <p>We are uniquely made by a loving God</p> <ul style="list-style-type: none"> • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age

	<ul style="list-style-type: none"> ◦ To understand the importance of eating fruit and vegetables ◦ To explain how to stay safe around harmful substances ◦ To identify the risks associated with smoking ◦ To explain what parliament is and why it is important ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To explain what conflict is and ways of resolving conflict ◦ To explain that to do if conflict escalates 	<ul style="list-style-type: none"> ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes 	<p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • ‘Special people’ in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and forgiveness within relationship <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • The risks of being online • The difference between good and bad secrets • Teaching on physical boundaries • The effects of harmful substances • Some basic First Aid
<p>Year 3</p>	<ul style="list-style-type: none"> To set a goal ◦ To explain what food groups make up meals ◦ To understand how food choices can contribute to tooth decay ◦ To explain what a drug is ◦ To categorise drugs ◦ To explain the effects of passive smoking ◦ To understand the effects of caffeine ◦ To explain democracy and explain why democracy is important Link to Student Council Elections ◦ To explain the difference between unkindness and bullying Link to Anti-Bullying week ◦ To explain what conflict is and ways of resolving conflict ◦ To explain what to do if conflict escalates 	<ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes 	<p>Unit 1: Created and Loved by God</p> <ul style="list-style-type: none"> • Understanding differences • Respecting our bodies • Puberty and changing bodies • Strategies to support emotional wellbeing Including practicing thankfulness • The development of pupils’ understanding of life before birth <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Different family structures • Activities and strategies for developing healthy relationships with family and friends • Techniques for managing thoughts, feelings and actions <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Online safety • Teaching on bullying and abuse • The effects of drugs, alcohol and tobacco • The crucial role of First Aid in emergency situations

<p>Year 4</p>	<p>To set a goal</p> <ul style="list-style-type: none"> ◦ To explain how food gives us energy ◦ To explain why nutrients are important ◦ To explain the risks and dangers associated with smoking ◦ To explain the risks associated with alcohol <p>To understand how democracy works in the UK Link to Student Council Elections</p> <ul style="list-style-type: none"> ◦ To understand the role of the bully, bystander and victim in a bullying scenario Link to Anti-Bullying week ◦ To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online 	<p>To understand what charity is and explain why people donate to charity</p> <ul style="list-style-type: none"> ◦ To fundraise money for a charity ◦ To explain how to save and the benefits of saving ◦ To explore the water crisis around the world <p>To explain how to keep safe online</p> <ul style="list-style-type: none"> ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around water ◦ To identify the risks associated with water ◦ To understand how stereotypes can label people ◦ To explain how to break gender stereotypes 	<p>Unit 1: Created and Loved by God</p> <ul style="list-style-type: none"> • Understanding differences • Respecting our bodies <ul style="list-style-type: none"> • Puberty and changing bodies • Strategies to support emotional wellbeing Including practicing thankfulness <ul style="list-style-type: none"> • The development of pupils' understanding of life before birth <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Different family structures • Activities and strategies for developing healthy relationships with family and friends <ul style="list-style-type: none"> • Techniques for managing thoughts, feelings and actions <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Online safety • Teaching on bullying and abuse • The effects of drugs, alcohol and tobacco • The crucial role of First Aid in emergency situations
<p>Year 5</p>	<p>To set a goal</p> <ul style="list-style-type: none"> ◦ To explain what makes a healthy meal Link to Eat Like A Champ ◦ To explain the importance of nutrients and fibre Link to Eat Like A Champ ◦ To explain the importance of hydration Link to Eat Like A Champ ◦ To understand the importance of portion control Link to Eat Like A Champ ◦ To interpret and understand information on feed labels Link to Eat Like A Champ ◦ To explain what makes a situation fair or unfair. Link to Student Council Elections ◦ To explain how being excluded can affect people and to explain what to do if they are 	<p>To understand what charity is and explain why people donate to charity</p> <ul style="list-style-type: none"> ◦ To fundraise money for a charity ◦ To understand deductions that are taken from payslips ◦ To explain what budgeting is and why it is important ◦ To explain what migration is ◦ To explain why people need to migrate ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe when cycling ◦ To explain the risks associated with cycling 	<p>Unit 1: Created and Loved by God</p> <p>Appreciation of physical and emotional differences</p> <ul style="list-style-type: none"> • A more complex understanding of physical changes in girls' and boys' bodies • Body image • Strong emotional feelings • The impact of the internet and social media on emotional well-being • A more nuanced and scientific understanding of life in the womb and how babies are made • Menstruation <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Strategies for more complex experiences of relationships and conflict

	<p>being bullied/witness bullying. Link to Anti-Bullying week</p> <ul style="list-style-type: none"> ◦ To explore the risks associated with drug use ◦ To challenge misconceptions about drug users ◦ To explain what peer pressure is and how to challenge it 	<ul style="list-style-type: none"> ◦ To explore gender stereotypes ◦ To explain why it is important to challenge gender stereotypes 	<ul style="list-style-type: none"> • How to identify and respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings impact on how we act <p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Risks of sharing and chatting online • A more complex understanding of different forms of abuse • How drugs, alcohol and tobacco can negatively affect people's lifestyles • Essential First Aid such as DR ABC and the recovery position
<p>Year 6</p>	<p>To set a goal</p> <p>To understand the importance of exercise</p> <ul style="list-style-type: none"> ◦ To explain the risks associated with alcohol ◦ To understand the risks associated with cannabis and volatile substance abuse ◦ To understand how a parliamentary debate takes place in the House of Commons Link to Student Council Elections ◦ To understand explain difference and similarities. Link to Anti-Bullying week ◦ To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online 	<p>To understand what charity is and explain why people donate to charity</p> <ul style="list-style-type: none"> ◦ To fundraise money for a charity ◦ To understand the different jobs have different salaries <p>To explore what value for money means</p> <ul style="list-style-type: none"> ◦ To understand the reasons people may be homeless ◦ To explain what hidden homelessness is ◦ To challenge stereotypes associated with homelessness ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To identify risks that they may face ◦ To understand what risky behaviours are ◦ To challenge gender stereotypes 	<p>Unit 1: Created and Loved by God</p> <p>Appreciation of physical and emotional differences</p> <ul style="list-style-type: none"> • A more complex understanding of physical changes in girls' and boys' bodies • Body image • Strong emotional feelings • The impact of the internet and social media on emotional well-being • A more nuanced and scientific understanding of life in the womb and how babies are made • Menstruation <p>Unit 2: Personal Relationships</p> <ul style="list-style-type: none"> • Strategies for more complex experiences of relationships and conflict • How to identify and respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings impact on how we act

		<p>Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> • Risks of sharing and chatting online • A more complex understanding of different forms of abuse • How drugs, alcohol and tobacco can negatively affect people's lifestyles • Essential First Aid such as DR ABC and the recovery position
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Sample SOW which is adapted according to cohort requirements PSHEE – MICHAELMAS TERM 1 2024

Year group	4 September	11 September	18 September	25 September	2 October	9 October	16 October
Year 7	Mass	TenTen 1: Who am I?	Mass	World Wildlife Fund workshop in Hall (see LMCD for details)	TenTen 2: Changing bodies	Mass	Girls on board with Ms Hales in the hall
Year 8	Mass	TenTen 1: Created and Chosen	Mass	WWF as above	TenTen 2: Appreciating Differences	Mass	Conflict Resolution with SL
Year 9	Mass	TenTen 1: The Search for Love	Mass	TenTen 2: Love People, Use Things	TenTen 3: In Control of My Choices	Mass	TenTen 4: Fertility & Contraception
Year 10	Mass	Mass	TenTen 1: Authentic Freedom	TenTen 2: Self-Image	Mass	TenTen 3: Beliefs, Values & Attitudes	TenTen 4: Parenthood (Personal Relationships)
Year 11	Mass	Mass	TenTen 1: Self-worth	TenTen 2: Addiction	Mass	TenTen 3: Eating Disorders	TenTen 4: Birth Control
Year 12	Mass	Mass	See Priory 6 SOW	See Priory 6 SOW	Mass	See Priory 6 SOW	See Priory 6 SOW
Year 13	Mass	Mass	See Priory 6 SOW	See Priory 6 SOW	Mass	See Priory 6 SOW	See Priory 6 SOW

Year Group	8th Jan	15th Jan	22nd Jan	29 Jan	5th Feb	12th Feb
Year 7	Mass	. Mass	. TenTen 7: Created to Live in Community: Living in the Wider World Period 2 Talk Consent	Financial Literacy with CMAC in Hall	. Mass	Mass
Year 8	Mass	. Mass	. TenTen 7: Created to Live in Community: Living in the Wider World Period 2 Talk Consent	Financial Literacy with CMAC in Hall	. Mass	Mass
Year 9	Mass	. Mass	TenTen 8: Cinema in Education Period 2 Talk Consent	Financial Literacy with CMAC in Hall	. Mass	Mass
Year 10	. Mass	. TenTen 6 Abuse	Talk Consent Assembly	. Mass	Mass	sFinancial Literacy with CMac
Year 11	. Mass	. TenTen 6: STIS	Talk Consent Assembly	. Mass	Mass	TFinancial Literacy with CMac
Year 12	. Mass	. Priory 6	Talk Consent Assembly	. Mass	. Mass	Financial Literacy with CMac
Year 13	. Mass	. Priory 6	Talk Consent Assembly	. Mass	Mass	SFinancial Literacy with CMac

PSHEE – LENT TERM 2 AND SUMMER TERM 2024

Year 7	Holroyd Howe talk on nutrition and balanced diets	Natasha Devon: Social Media, Phones, Tech & Self-Esteem	FGM	Friendship – what makes a good friend?	Social media, television & stereotyping	Revision good and bad	Upcycled fashion project
Year 8	Holroyd Howe talk	Natasha Devon talk	Caffeine	Tobacco/vaping	Resolving conflict in friendships	Alcohol	Healthy living project
Year 9	Holroyd Howe talk	Natasha Devon talk	Study skills	Resolving conflict in friendships	Gangs – How it starts	Gangs – awareness, consequences and support	British values project
Year 10	First Aid	Introduction to A Levels	Entrepreneurial skills	Alcohol	Drugs awareness	Drugs and the law	Pressure groups project
Year 11	Mental health workshop with James Peterson	First Aid	Finance: bank accounts.	Finance: student finance	Finance: taxes		

KS5 SCHEME OF WORK – IN COLLABORATION WITH THE PREPARING YOUR FUTURE PROGRAMME

Year 12									
Michaelmas	Ten Ten	FGM	Positive Mental Health	Sexual Harassment	Black History Month	Prevent Duty	Personal Awareness and Safety – making appropriate choices	Domestic Violence awareness	
Lent	Equalities – protected characteristics. Focus on sexual orientation and disability.	LGBTQI+ History Month	Femicide	Relationship Values Faith, cultural views, and relationships		Drugs, Alcohol, and Tobacco	CSE Awareness	Sexual Health	
Summer	Registration Focus: Equalities – protected characteristics. Race and gender reassignment		Mental Health Awareness Week Session		Harmful Online Content - Pornography		The role of women in society	Misogyny	Self-Concept
Year 13									
Michaelmas	Ten Ten	Media Literacy – questioning online information	Sexual Harassment and Violence	Black History Month	Positive Mental Health	Digital resilience – online safety and social media	Managing Risk and Personal Safety – Travel	Consent	
Lent	Healthy Lifestyles – Physical Health	Mental Health	Sexual Health	Drugs, Alcohol and Tobacco and the Law	Forming and Maintaining Respectful Relationships		CSE Awareness		

Health and Wellbeing

Relationships and Sex Education

Living in the Wider World



Appendix 1 PSHEE Lesson Slides Example

Ealing
www.ealing.gov.uk

Healthy Schools
EALING

Year 1

Living in the wider world

Lesson 4

234 -
31

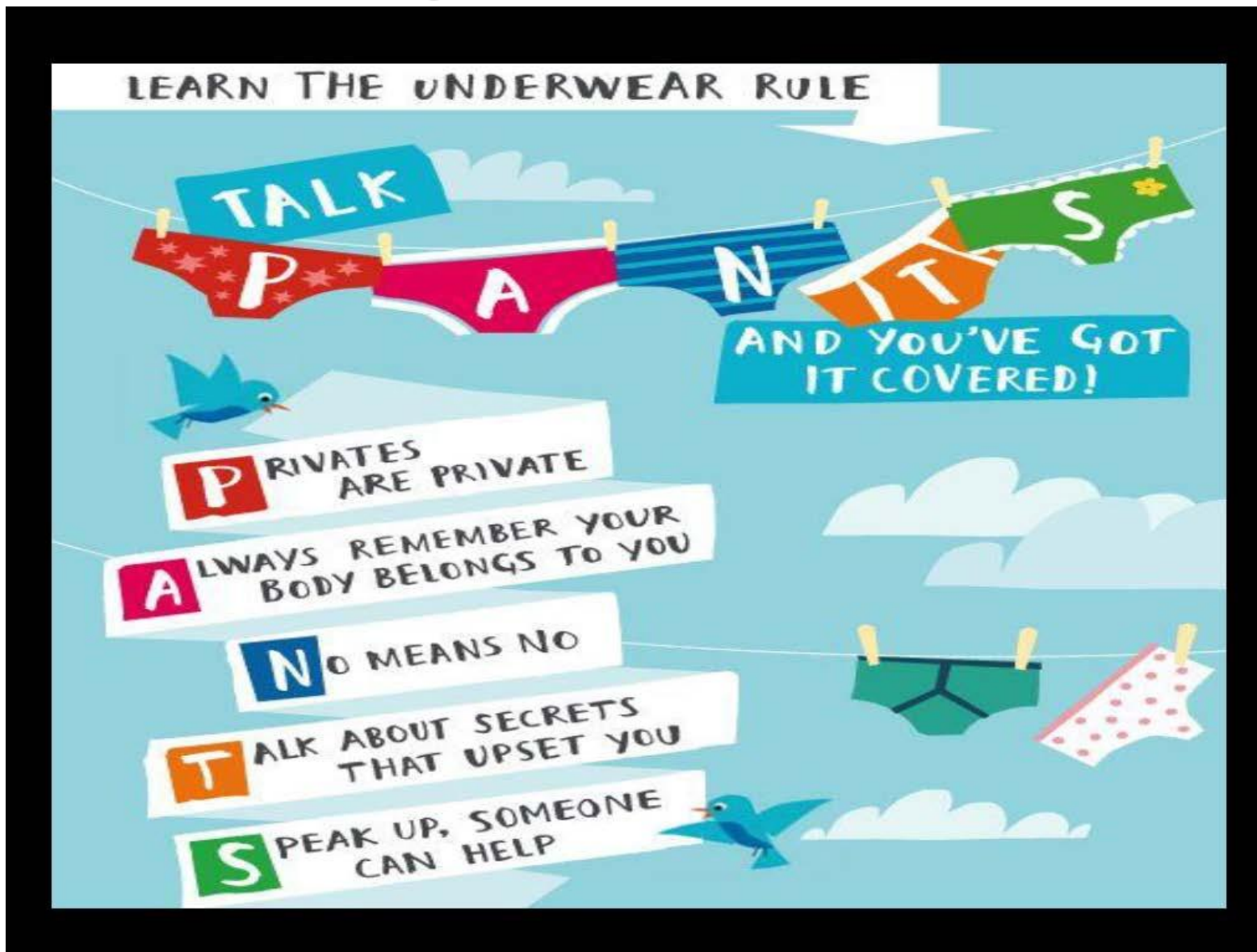
PSHE

What does PSHE stand for?

- Personal
- Social
- Health
- Economic









R - Respect

O – Openness

C – Confidential

K - Kind



Learning objective:
**To celebrate being
me**



Year 1 Lesson 4: All about me

All About ME

My Family

Me!

Things I like

Things I dislike

Facts about me