



BROMSGROVE SCHOOL

PSHE POLICY AND SCHEMES OF WORK

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PSHE POLICY

MISSION STATEMENT

Bromsgrove School aims to produce:

Happy, creative, moral citizens who live motivated, fulfilled lives while enriching the lives of others.

It seeks to achieve this through:

An enlightened, disciplined and broad education that responds to global change while retaining core values.

The Core Values Bromsgrove seeks to foster in its pupils are:

Humility and Confidence
Compassion and Ambition
Respect and Curiosity
Tolerance and Vision

FLAIR : DISCIPLINE : ACADEMIC RIGOUR

This policy applies to all pupils at Bromsgrove Preparatory and Pre-Preparatory School, including those in the Early Years Foundation Stage.

The staff at the Pre-Preparatory and Preparatory departments endeavour to make the transition from the Early Years Foundation Stage to Key Stage One and on into Key Stage Two and Three, as smooth as possible in all areas of School life. We aim to ensure continuity and a clear progression of skills within the curriculum for each subject. The staff body will always use their professional expertise to make judgements that take into account the age or ability of each individual child to ensure that methods and strategies are employed appropriately.

UNDERLYING PHILOSOPHY: BROAD AIMS OF PSHE

Personal, Social, Health and Economic Education is defined as:

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

Children and young people are offered significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. Children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. They are provided with a safe learning environment to practise and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

Personal, Social, Health and Economic Education at Bromsgrove School promotes pupils' personal, social and emotional development, as well as their health and wellbeing. It provides knowledge; skills and attributes pupils need to lead healthy, safe, responsible and fulfilled lives linking with the School mission statement and guidance from the DfE.

In June 2019, the Department for Education published the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

Guidance is also taken from The PSHE Association, the ISI's Commentary on the Regulatory Requirements, Keeping Children Safe in Education and other current DfE documentation.

Working with this guidance, we can fulfil our legal responsibilities to promote the well-being of pupils, and keep them safe.

AIMS AND OBJECTIVES

Pupils have the opportunity to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities. They are also provided with the opportunities to learn and practise the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

TEACHING AND LEARNING

The Preparatory and Pre-Preparatory Schools, including the EYFS Department, use a variety of teaching and learning styles. Our principle aim is to develop pupils' knowledge, skills and understanding.

We recognise the fact that we have children of differing abilities in all classes and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

CURRICULUM PLANNING

At the Pre-Prep, PSHE is taught as a discrete subject in Reception, Years 1 and 2. PSHE is an integral part of all that we do across the School and also incorporates Relationships Education.

From Reception to Year 8 the Jigsaw Scheme of work is used.

Respect for all people is built into the curriculum, with particular regard to the protected characteristics under the Equality Act 2010. Pupils are treated with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to the professional position of teachers. The PSHE ground rules are referred to often during the course of the lessons so that people referred to, or within the class, are respected irrespective of age, disability, race, religion or belief and sex. At age appropriate stages, gender reassignment, sexual orientation, gender reassignment, marriage and civil partnership are referred to in a respectful manner. Issues of unconscious bias are guarded against.

Within the curriculum planning and hence the lessons, pupils are taught how to adjust their behaviours in order to stay safe, reduce risks and build resilience, based on a wide view of what may happen to them within School or beyond it. Planning includes staying safe on-line, and the dangers of cyber-bullying and sexting. At an age appropriate level, children are taught about the risks posed by young people and adults who use the internet and social media to bully, groom, abuse or radicalise other people.

During national Anti-Bullying Week particularly, and throughout the year, the School Anti-Bullying Policy is emphasised. Pupils are taught that bullying is when a pupil or group intentionally hurt, physically or emotionally and is often motivated by prejudice against particular groups, e.g. on grounds of race, religion, culture, sex, gender, homophobia, SEND, or because a child is adopted or a carer. Pupils know how to report bullying, including cyber-bullying both at school and externally (e.g. Childline). Discussions are built into the lessons about respecting differences between people and the importance of avoiding prejudice-based language.

Careers guidance is presented in an impartial way throughout the lessons. It is planned that the pupils 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learning about different careers and opportunities. The lessons consciously work to prevent all forms of stereotyping. These are highlighted each lesson and character attributes such as resilience and grit, which underpin success in education and employment emphasised.

Health Education is intrinsic to the PSHE curriculum. Visitors to all year groups, such as Stressbox in Year 8, Loudmouth Theatre, nurses and dental practitioners, catering staff as well as the police help to accentuate the importance of learning about and understanding mental health and wellbeing, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing body. All visitors are vetted according to the School's Visiting Speakers Policy to ensure that the content of presentations is suitable. The curriculum is planned to be delivered in a non-judgemental, factual way, which allows scope for young people to ask questions whether publicly or anonymously. There is communication between the PSHE teachers and the boarding house staff regarding health issues – for example a 'period party' in the boarding house was planned by the Head of PSHE following the female only lesson about menstruation and help given to pupils who have particular issues with personal hygiene.

The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupils' needs, informed by pupils' voice and participation in curriculum development and in response to issues as they arise in School and in the wider community. Teachers get to know their pupils well and plan the Jigsaw lessons accordingly, enabling flexibility should the need arise. It is believed that the curriculum plans should foster pupils' self-motivation – pupils' behaviour will be assisted where they are interested in their work and are encouraged to think and learn for themselves.

The PSHE curriculum seeks to help pupils understand why democracy is perceived within the UK as the fairest form of political organisation and that democracy is a good thing. They are taught to understand why law-making on the basis of representation in Parliament is seen as better than alternatives. Political belief and practice is referenced, but planning ensures that teaching staff do not exploit pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose their own views on pupils. Pupils are given a fair and dispassionate opportunity to learn about alternative viewpoints. This is supported by the Prep School Pupil Voice election which takes place at the beginning of the academic year.

THE EARLY YEARS FOUNDATION STAGE

Personal, Social and Emotional Development (PSED) is one of the Prime Areas of the EYFS with Communication and Language, and Physical Development. The Prime Areas run through and support learning in all other areas. Characteristics of effective learning are identified by the EYFS and move through all areas of learning. These are: playing and exploring; active learning, creating and thinking critically.

Our teaching matches the aim of developing a child's personal, social and emotional development and is an integral part of our daily interactions with the children. By the end of the EYFS, our aim is that the children have achieved the Early Learning Goals for Personal, Social and Emotional Development (PSED). We also promote the fundamental British values in the Nursery and Reception classes.

PSHE AND INCLUSION

It is part of the School Curriculum Policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with SEND. Work in PSHE takes into account the targets set for those children with provision maps or the guidance provided by Educational Psychologists and other external agencies. More able children will be given opportunities to extend their skills through a range of methods. We also ensure equal access for pupils with English as an Additional Language, and we take all reasonable steps to achieve this.

TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

MONITORING AND REVIEW

The Head of Department (Preparatory) and PSHE co-ordinator (Pre-Prep) are responsible for co-ordinating and overseeing the planning of the curriculum. They also support colleagues in their teaching, by keeping informed about current developments in PSHE and by providing a strategic lead and direction for this subject. Liaison by holding meetings with the Senior School Life Skills Head of Department is also invaluable for monitoring and reviewing purposes. Annual discussions are held with members of the SMT to evaluate PSHE-and establish areas for further improvement.

LINKS TO OTHER POLICIES

This policy supports the following Bromsgrove School policies:

- PSHE-Policy (Senior School)
- Anti-Bullying Policy
- Pupil Conduct and Behaviour Policy
- Positive Behaviour Procedures (Preparatory School and Pre-Preparatory School)
- Safeguarding Children Policy (including Child Protection)
- Equal Opportunities Policy
- Relationships, Sex and Health Education Policy
- Careers Policy
- Visiting Speakers Policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Special Educational Needs and Disabilities Policy

APPENDIX: PROMOTING FUNDAMENTAL BRITISH VALUES, THE PREVENT STRATEGY AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

PROMOTING FUNDAMENTAL BRITISH VALUES

Teachers confidently deliver a consistent and quality approach to British values. The topics regularly allow teachers to delicately facilitate discussions that expose children to a range of views and opinions that support their understanding of diversity and allows them to celebrate diversity within the UK.

Democracy

Pupils have the opportunity to have their voices heard through Pupil Voice. Election of Form captains, House captains, and buddies, and the Anti-Bullying System allow pupils to express their concerns.

The Rule of Law

The importance of laws, whether they are those that govern the class, the School, or the country, are consistently reinforced throughout School life, as well as when dealing with behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

The child-friendly Golden Rules in the Pre-Preparatory School are reinforced to the children by all staff regularly and each year group discusses, agrees and follows Class Rules where rewards and sanctions are enforced. The pupil Code of Conduct in the Preparatory School is regularly discussed in assemblies and is an important part of School life.

Pupils in Year 8 may be selected for positions of responsibility and carry out their duties diligently and responsibly. The Code of Conduct and Pastoral Focus for each week also promote respect for the rule of law.

Individual Liberty

Within School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a School, we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our e-safety and PSHE lessons. Whether it be through choice of challenge, how and whom they play with, library book choice or participation in our numerous extra-curricular clubs, pupils are given the freedom to make choices.

Mutual Respect

Our School Mission Statement focuses on core values; humility and confidence; compassion and ambition; respect and curiosity; tolerance and vision. We teach all children to respect the rights, values and beliefs of all people through the Christian ethos of the School. Pupils take part in discussions and assemblies relating to what this means and how it is demonstrated. It is reinforced through the Golden Rules, the pupil Code of Conduct and our values as well as our behaviour policy. The Year 3 'Special Friends' initiative is well established, highly praised and regarded by children and parents alike, and promotes mutual respect between children of different ages. Weekly Chapel services in the Preparatory School provide the opportunity for all pupils to have a silent moment of reflection, regardless of their beliefs or religion. We celebrate festivals and religious events of many faiths and customs in Pre-Prep assemblies, which develops pupils' understanding, appreciation and respect for other cultures and traditions in their class, School, country and world in which they live.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities for pupils to experience such diversity. Assemblies and discussions involving prejudices and bullying are followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes as part of RE lessons. The assembly theme for the week often highlights an aspect of the need to respect each other and our differences whilst at the same time highlighting an important aspect of a particular faith or core human value.

PSHE helps foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Our lessons equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It also prepares pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The promotion of British Values is intertwined in the schemes of work and lessons taught throughout the School.

THE PREVENT STRATEGY

<https://www.gov.uk/government/publications/prevent-duty-guidance#history>

Jigsaw lessons regularly engages pupils in debate and discussion on all discrimination and prejudice-based issues. The ability to challenge all types of prejudice in a calm and considered manner allows pupils to feel more confident in opening up discussion with those who have differing (or prejudiced) views.

Specific topics on anti-bullying strategies and hate crime allow voters to openly discuss these issues and develop strategies to combat them, both on a personal and institutional level. Each week, voters are encouraged to challenge prejudice in its various forms or to consider why people hold different views. The modelling of debate and discussion encourages conflict resolution through effective and considered communication.

SMSC

The PSHE department recognises that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

We therefore aim to create an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Teachers model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others. Children begin to understand their rights and responsibilities and the need to respect the rights of others. We seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in both the departmental and teachers' planning and learning resources.

The Jigsaw scheme of work gives the skills and tools to be able to identify what is right and wrong; topics such as county lines, alcohol, and extremism allow pupils, through current and relevant issues, to identify how the law plays a part in civil society.

PSHE SCHEMES OF WORK

EYFS (PRE-PREPARATORY SCHOOL)

In the EYFS the PSHE scheme of work follows the requirements of the Personal, Social and Emotional Development Early Learning Goals from the EYFS Framework:

Self-Regulation

Children at the expected level of development will: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will: be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will: work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

YEARS 1 TO 8

The Jigsaw scheme of work is used for years 1 to 8 as on the following pages.

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self -mage? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Snapshot Jigsaw PSHE 11-16



(Updated August 2024)

Shows the summary of subject content in each Puzzle (unit)

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction cycle, menstrual facts, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image