

## PSHE Curriculum April 2025

This scheme of work provides specific guidance for the teaching of PSHE subjects and topics at Waldorf Cambridge. This curriculum was reviewed in April 2025 and will next be reviewed in July 2025.



This curriculum aims to show the progression and place of PSHE topics across the school from Kindergarten to Class 10 to ensure that we meet the needs of the pupils as they move through the school and also our statutory responsibilities. The curriculum should be used in conjunction with the PSHE policy which details Waldorf Cambridge's approach to PSHE.

We have checked that our curriculum meets these statutory requirements by the end of primary education (Class 5/Year 6) and by the end of secondary education (Class 10/Year 11). Where relevant, these have been noted in the third column for clarity over our statutory requirements.

Statutory guidance on requirements for Sex and Relationships education can be found here –

[Relationships education \(Primary\) - GOV.UK](#)

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK](#)

### Kindergarten – 2, 3, 4 years olds and statutory age children (Reception age)

|    | Relationships   |   |  | Living in the wider world   |  |  | Health and Wellbeing   |  |   |
|----|---|---|--|---|--|--|--|--|---|
|    | Families and friendships  | Safe relationships  | Respecting ourselves and others  | Belonging to a community  | Media literacy and digital resilience              | Money and work   | Physical health and Mental wellbeing   | Growing and changing   | Keeping safe  |
| KG | <p>The features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>Strategies to build positive friendships</p> | <p>How to seek support with relationships if they feel lonely or excluded</p> | <p>The changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>To recognise differences between people such as gender, race, faith</p> | <p>The meaning and benefits of living in a community</p> <p>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>The importance of respecting the differences and similarities between people</p> | <p>Internet safety day- the internet as a tool</p> | <p>Strengths and interests; jobs in the Community through play</p> | <p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>The choices that people make in daily life that could affect their health</p> <p>What can help people to make healthy choices and what might negatively influence them</p> | <p>To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> | <p>How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>The importance of asking for support from a trusted adult</p> |

Based on Primary and Secondary Programme Builder editable template – Thematic model from PSHE Association.

| KG 2,3,4 year olds and Reception  | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources   |
|---|---|--|
| <p><b>Families and friendships</b><br/>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p>  | <ul style="list-style-type: none"> <li>To feel emotionally safe with a key person and, gradually, with other members of staff</li> <li>to express their feelings through words like 'sad', 'upset' or 'angry'. Toddlers and young children may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul> |  |
| <p><b>Safe relationships</b><br/>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion. Help all children to feel that they are valued, and they belong. Develop friendships with other children.</p> | <ul style="list-style-type: none"> <li>Safely explore emotions beyond their normal range through play and stories</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them</li> </ul>  | <p>Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> |
| <p><b>Respecting ourselves and others</b><br/>Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>   | <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Remember rules without needing an adult to remind them</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts</li> <li>Understand gradually how others might be feeling</li> </ul>   |  |
| <p><b>Belonging to a community</b></p>  | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships.</li> </ul>  |  |
| <p><b>Media literacy and Digital resilience</b></p>   | <ul style="list-style-type: none"> <li>Learn to be able to come to a trusted person to talk about any digital media that they have been uncomfortable about</li> <li>Understanding how to use tools safely at home and in the work adult do (including the internet or general media use)</li> </ul>  | <p>Rising class 1 children have a walk through the school to discuss the use of tools (including the internet) and how to use them safely</p>  |

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| <p><b>Physical health and Mental wellbeing</b><br/>Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.</p> | <ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Start eating independently and learning how to use a knife and fork and spoon</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ being a safe pedestrian</li> </ul> </li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Combine different movements with ease and fluency</li> </ul> | <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>   |
| <p><b>Growing and changing</b></p>  | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench.</li> <li>• Encourage children to paint, chalk or make marks with water on large vertical surfaces.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>  | <p>Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p> |
| <p><b>Keeping safe</b></p>  | <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play area (older children)</li> </ul>  |   |

**Classes 1-5: LONG-TERM OVERVIEW — THEMATIC MODEL**

|      | Relationships   |   |  | Living in the wider world  |   |   | Health and Wellbeing  |   |   |
|------|---|---|--|--|---|---|---|---|---|
|      | Families and friendships  | Safe relationships  | Respecting ourselves and others  | Belonging to a community   | Media literacy and digital resilience   | Money and work  | Physical health and Mental wellbeing  | Growing and changing  | Keeping safe  |
| CI 1 | Roles of different people; families; feeling cared for<br><br>Making friends; feeling lonely and getting help | Recognising privacy; staying safe; seeking permission<br><br>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | How behaviour affects others; being polite and respectful<br><br>Recognising things in common and differences; playing and working cooperatively; sharing opinions | What rules are; caring for others' needs; looking after the environment<br><br>Belonging to a group; roles and responsibilities; being the same and different in the community | Using the internet and digital devices; communicating online<br><br>The internet in everyday life; online content and information | What money is; needs and wants; looking after money   | Keeping healthy; food and exercise, hygiene routines; sun safety<br><br>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Recognising what makes them unique and special; feelings; managing when things go wrong<br><br>Growing older; naming body parts; moving class or year | How rules and age restrictions help us; keeping safe online<br><br>Safety in different environments; risk and safety at home; emergencies |
| CI 2 | What makes a family; features of family life  | Personal boundaries; safely responding to others; the impact of hurtful behaviour   | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  | The value of rules and laws; rights, freedoms and responsibilities   | How the internet is used; assessing information online  | Different jobs and skills; job stereotypes; setting personal goals  | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks  | Risks and hazards; safety in the local environment and unfamiliar places  |
| CI 3 | Positive friendships, including online  | Responding to hurtful behaviour; managing confidentiality; recognising risks online   | Respecting differences and similarities; discussing difference sensitively   | What makes a community; shared responsibilities  | How data is shared and used   | What money is; needs and wants; looking after money<br>Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  | Medicines and household products; drugs common to everyday life   |
| CI 4 | Managing friendships and peer influence   | Physical contact and feeling safe   | Responding respectfully to a wide range of people; recognising prejudice and discrimination  | Protecting the environment; compassion towards others  | How information online is targeted; different media types, their role and impact  | Identifying job interests and aspirations; what influences career choices;  | Healthy sleep habits; sun safety; medicines and allergies   | Personal identity; recognising individuality and different qualities; mental wellbeing  | Keeping safe in different situations, including responding in emergencies   |
| CI 5 | Attraction to others; romantic relationships; civil partnership and marriage                                  | Recognising and managing pressure; consent in different situations  | Expressing opinions and respecting other points of view, including discussing topical issues   | Valuing diversity; challenging discrimination and stereotypes  | Evaluating media sources; sharing things online   | Influences and attitudes to money; money and financial risks  | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online   | Human reproduction and birth; increasing independence; managing transition  | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media                                  |

| Class 1 (Year 2 age)   | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources   |
|--|---|--|
| <p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>  | <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tel them — if they are worried about something in their family</li> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>   |  |
| <p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p> | <ul style="list-style-type: none"> <li>• about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about privacy is part of the <b>statutory</b> requirements for primary school PSHE.</p> |

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| <p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>  | <ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>   |  |
| <p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p> | <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul> |  |
| <p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>  | <ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about internet safety is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>   | <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>   |  |

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| <p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> | <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, <ul style="list-style-type: none"> <li>• dentists, lunch supervisors</li> </ul> </li> <li>• how to keep safe in the sun</li> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul> |  |
| <p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>  | <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>   |  |
| <p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>   | <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |

| Class 2 (Year 3 age)   | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources  |
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| <p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>   | <ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> |   |
| <p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>              | <ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>   | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about privacy is part of the <b>statutory</b> requirements for primary school PSHE.</p>  |
| <p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p> | <ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p>  |
| <p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>                               | <ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>   |   |
| <p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>                                | <ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about internet safety is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Story – Anansi in resource folder</p> |

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| <p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>   | <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• what a stereotype is, about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>   | <p>Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> | <ul style="list-style-type: none"> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> | <p>Especially important in the context of the 9-year-old change and rubicon</p>   |
| <p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>  | <ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>  |   |
| <p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>  | <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>   |   |

| Class 3 (Year 4 age)  | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources   |
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| <p><b>Families and friendships</b><br/>Positive friendships, including online<br/>PoS Refs: R10, R11, R12, R13, R18</p>   | <ul style="list-style-type: none"> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>   | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Safe relationships</b><br/>Responding to hurtful behaviour; managing confidentiality; recognising risks online<br/>PoS Refs: R20, R23, R27, R28<br/>Recognising and managing pressure; consent in different situations<br/>PoS Refs: R26, R28, R29</p>                | <ul style="list-style-type: none"> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> <li>• about consent, how to seek and assertively communicate consent</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>   | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Respecting ourselves and others</b><br/>Respecting differences and similarities; discussing difference sensitively<br/>PoS Refs: R32, R33<br/>Expressing opinions and respecting other points of view, including discussing topical issues<br/>PoS Refs: R30, R34</p> | <ul style="list-style-type: none"> <li>• a vocabulary to sensitively discuss difference and include everyone</li> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Media literacy and Digital resilience</b><br/>How data is shared and used<br/><br/>PoS Refs: L13, L14</p>   | <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>   |  |
| <p><b>Money and Work</b><br/>Strengths and interests; jobs in the community<br/>PoS Refs: L14, L16, L17<br/><br/>Making decisions about money; using and keeping money safe<br/>PoS Refs: L17, L19 L20, L21</p>   | <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul> | <p>Class 3 Numeracy main lesson - money</p>  |

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| <p><b>Physical health and Mental wellbeing</b><br/>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>  | <ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>   | <p>Note – teaching what constitutes a healthy diet (including understanding calories and other nutritional content); the principles of planning and preparing a range of healthy meals; the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) are part of the <b>statutory</b> requirements for primary school PSHE.</p>   |
| <p><b>Growing and changing</b><br/>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p> | <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>  | <p>Note - teaching the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle are part of the statutory requirements for primary school PSHE.</p> <p>Note – guidance relating to menstruation.<br/><i>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</i></p> |
| <p><b>Keeping safe</b><br/>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>  | <ul style="list-style-type: none"> <li>about fire safety at home including the need for smoke alarms</li> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a ‘drug’</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break</li> <li>how to ask for help or advice</li> </ul> | <p>Note – teaching the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking is part of the <b>statutory</b> requirements for primary school PSHE. Illegal substances is taught in Class 5.</p>  |

| Class 4 (Year 5 age)   | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources   |
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| <p><b>Families and friendships</b><br/>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p> | <ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul> | <p>Note - teaching about marriage is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p>   |
| <p><b>Safe relationships</b><br/>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>   | <ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>  |  |
| <p><b>Respecting ourselves and others</b><br/>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>  | <ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>  | <p>Teaching about bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |

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| <p><b>Belonging to a community</b><br/>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>  | <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>  |   |
| <p><b>Media literacy and Digital resilience</b><br/>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>   | <ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>   | <p>Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Money and Work</b><br/>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p> | <ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> </ul> <p>how to get help if they are concerned about gambling or other financial risks</p> | <p>Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or is part of the <b>statutory</b> requirements for primary school PSHE.</p> |
| <p><b>Physical health and Mental wellbeing</b><br/>Healthy sleep habits; sun safety; medicines and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>   | <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and disease prevention</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>  |   |

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| <p><b>Growing and changing</b><br/>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>  | <ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>  |  |
| <p><b>Keeping safe</b><br/>Keeping safe in different situations, including responding in emergencies</p> <p>PoS Refs: H38, H43, H44, H45</p> <p>Keeping personal information safe; regulations and choices;</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> | <ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> </ul> | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> |

| Class 5 (Year 6 age)   | In this unit of work, students learn...  | Lesson overviews/Teacher notes / resources   |
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| <p><b>Safe relationships</b><br/>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>           | <ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online 'challenges' and 'dares'</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> </ul>  | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p>   |
| <p><b>Belonging to a community</b><br/>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>       | <ul style="list-style-type: none"> <li>what prejudice means</li> <li>to differentiate between prejudice and discrimination</li> <li>how to recognise acts of discrimination</li> <li>strategies to safely respond to and challenge discrimination</li> <li>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>how stereotypes are perpetuated and how to challenge this</li> </ul>   | <p>Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or is part of the <b>statutory</b> requirements for primary school PSHE.</p>  |
| <p><b>Media literacy and Digital resilience</b><br/>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p> | <ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations for use</li> <li>the reasons why some media and online content is not appropriate for children</li> <li>how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>about sharing things online, including rules and laws relating to this</li> <li>how to recognise what is appropriate to share online</li> <li>how to report inappropriate online content or contact</li> </ul> | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p> <p>Note – education about internet safety is part of the <b>statutory</b> requirements for primary school PSHE.</p> |

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| <p><b>Physical health and Mental wellbeing</b><br/>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> | <ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> | <p>Note – education about online relationships is part of the <b>statutory</b> requirements for primary school PSHE.</p>   |
| <p><b>Growing and changing, transitions</b><br/>Transition to secondary school</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>                          | <ul style="list-style-type: none"> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone’s life</li> </ul>  | <p>Note - Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). Explicit teaching of contraception comes later in the curriculum.</p> |
| <p><b>Keeping safe</b><br/>Drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>   | <ul style="list-style-type: none"> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>  | <p>Note – teaching the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>   |

**Class 6-10: LONG-TERM OVERVIEW**

|      | Health & wellbeing  | Health & wellbeing  | Living in the wider world  | Living in the wider world  | Relationships   | Relationships  |
|------|---|---|--|--|---|--|
| CI6  | <b>Peer influence, transition and safety</b><br>Transition to secondary school and personal safety in and outside school                    | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM         | <b>Financial decision making</b><br>Saving, borrowing, budgeting and making financial choices      | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations                             | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries                                |
| CI7  | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use  | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks  | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work            | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception, FGM            |
| CI8  | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid                | <b>Employability skills</b><br>Employability and online presence                                   | <b>Setting goals</b><br>Learning strengths, career options and goal setting as part of the GCSE options process                          | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography |
| CI9  | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change         | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media               | <b>Work experience</b><br>Preparation for and evaluation of work experience and readiness for work | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                           | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   |
| CI10 | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities  | <b>Independence</b><br>Responsible health choices, and safety in independent contexts                           |  | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression                          | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <b>Families</b><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships            |

| Class 6 (Year 7 age)   | In this unit of work, students learn...  | Lesson overviews/Teacher notes / resources   |
|--|--|--|
| <p><b>Diversity</b><br/>Diversity, prejudice, and bullying<br/>PoS refs: R3, R38, R39, R40, R41</p>  | <ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>  | <p>Note – teaching about stereotypes is part of the <b>statutory</b> requirements for secondary school PSHE.</p>   |
| <p><b>Building relationships</b><br/>Self-worth, romance and friendships (including online) and relationship boundaries<br/><br/>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>                     | <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate</li> <li>• consent</li> </ul> | <p>Note – teaching about stereotypes is part of the <b>statutory</b> requirements for secondary school PSHE.</p>   |
| <p><b>Developing skills and aspirations</b><br/>Careers, teamwork and enterprise skills, and raising aspirations<br/><br/>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12</p>                             | <ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>  | <p>Note – teaching about stereotypes is part of the <b>statutory</b> requirements for secondary school PSHE.</p>   |
| <p><b>Financial decision making</b><br/>Saving, borrowing, budgeting and making financial choices<br/><br/>PoS refs: H32, L15, L16, L17, L18</p>   | <ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>  |  |
| <p><b>Health and puberty</b><br/>Healthy routines, influences on health, puberty, unwanted contact<br/><br/>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>                              | <ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> </ul>  | <p>Note – teaching about drugs, alcohol and tobacco is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specifically taught content and this scheme of work details this.</p> |
| <p><b>Peer influence, transition and safety</b><br/>Transition to secondary school and personal safety in and outside school, including first aid<br/><br/>PoS refs: H1, H2, H30, H33, R13, L1, L2</p> | <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> </ul>   |  |

| Class 7 (Year 8 age)  | In this unit of work, students learn...  | Lesson overviews/Teacher notes/Resources   |
|---|--|--|
| <p><b>Discrimination</b><br/>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>                                      | <ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>  |  |
| <p><b>Intimate relationships, Identity and FGM</b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p> | <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• that female genital mutilation (FGM) is against British law</li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> <li>• about FGM and how to access help and support</li> </ul> | <p>Note 1 - Teaching about FGM is <b>statutory</b> in secondary school. The statutory RSHE guidance states that:</p> <ul style="list-style-type: none"> <li>• Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They [pupils] should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.</li> <li>• Being Safe: Pupils should know the concepts of, and laws relating to FGM, and how these can affect current and future relationships.</li> <li>• Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: female genital mutilation (FGM).</li> </ul> <p><u>What schools need to know about FGM</u></p> <p>Note – teaching that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners and that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail is part of the <b>statutory</b> requirements for secondary school PSHE.</p> <p>Note - Intimate and sexual relationships, including sexual health and legal implications of different situations are part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this. See statutory guidance for more detail.</p> |

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| <p><b>Setting goals</b></p> <p>Learning strengths, career options and goal setting as part of the GCSE/Level 2 diploma pathway planning process</p> <p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>  | <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>  |  |
| <p><b>Community and Careers</b></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p>  | <ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>  | <p>Note – teaching about stereotypes is part of the <b>statutory</b> requirements for secondary school PSHE.</p>   |
| <p><b>Digital literacy</b></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p> | <ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul> |  |
| <p><b>Healthy lifestyle</b></p> <p>Diet, exercise, lifestyle balance and healthy choice.</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>  | <ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>   |  |
| <p><b>Drugs and alcohol</b></p> <p>Alcohol and drug misuse and pressures relating to drug use</p> <p>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>   | <ul style="list-style-type: none"> <li>• about medicinal and recreational drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> </ul>  | <p>Note – teaching about drugs, alcohol and tobacco is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this.</p> |

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| <p><b>Emotional wellbeing</b><br/>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p> | <ul style="list-style-type: none"><li>• about attitudes towards mental health</li><li>• how to challenge myths and stigma</li><li>• about daily wellbeing</li><li>• how to manage emotions</li><li>• how to develop digital resilience</li><li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li><li>• about healthy coping strategies</li></ul> |  |
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| Class 8 (Year 9 age)  | In this unit of work, students learn...   | Lesson overviews / Teacher notes / resources  |
|---|---|---|
| <p><b>Respectful relationships</b><br/>Families and parenting, healthy relationships, conflict resolution, and relationship changes<br/>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>  | <ul style="list-style-type: none"> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>   |   |
| <p><b>Intimate relationships</b><br/>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography<br/>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p> | <ul style="list-style-type: none"> <li>• Recap of relationships and sex education covered in previous years</li> </ul>  | <p>Note - Intimate and sexual relationships, including sexual health is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this. See statutory guidance for more detail.</p> |
| <p><b>Setting goals</b><br/>Learning strengths, career options and goal setting as part of the GCSE options process<br/>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>  | <ul style="list-style-type: none"> <li>• revisit learning strengths, options and goal setting for further education planning</li> </ul>   |   |
| <p><b>Employability skills</b><br/>Employability and online presence<br/>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>   | <ul style="list-style-type: none"> <li>• about young people’s employment rights and responsibilities</li> <li>• skills for enterprise and employability</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their ‘personal brand’ online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>  |   |
| <p><b>Peer influence, substance use and gangs</b><br/>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation<br/>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>                      | <ul style="list-style-type: none"> <li>• about ‘group think’ and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul> | <p>Note – teaching about drugs, alcohol and tobacco is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this.</p> <p>Class 9 main lesson block – Chemistry of alcohols</p> |

**Healthy lifestyle**

Diet, exercise, lifestyle balance and healthy choices, and first aid

PoS refs: H3, H14, H15, H16, H17, H18, H19, H21

- basic first aid course and qualification

| Class 9 (Year 10 age)  | In this unit of work, students learn...  | Lesson overviews / Teacher notes / resources   |
|--|--|--|
| <p><b>Healthy relationships</b><br/>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p> | <ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul> | <p>Note – teaching that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners and the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships is part of the <b>statutory</b> requirements for secondary school PSHE.</p> |
| <p><b>Addressing extremism and radicalisation</b><br/>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>   | <ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>  |  |
| <p><b>Financial decision making</b><br/>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p>   | <ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>  |  |
| <p><b>Work experience</b><br/>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>  | <ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>   |  |

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| <p><b>Mental health</b><br/>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change<br/>PoS refs: H2, H5, H6, H7, H8, H9, H10</p> | <ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>   | <p>Note – teaching about stereotypes is part of the <b>statutory</b> requirements for secondary school PSHE.</p> |
| <p><b>Exploring influence</b><br/>The influence and impact of drugs, gangs, role models and the media<br/>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>                             | <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media’s impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul> |  |

| Class 10 (Year 11 age)   | In this unit of work, students learn...  | Lesson overviews / Teacher notes / resources  |
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| <p><b>Communication in relationships</b><br/>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p> | <ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>  | <p>Note – teaching what constitutes sexual harassment and sexual violence and why these are always unacceptable is part of the <b>statutory</b> requirements for secondary school PSHE.</p> <p>Note - Intimate and sexual relationships, including sexual health is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this. See statutory guidance for more detail.</p> |
| <p><b>Families</b><br/>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>                      | <ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>  | <p>Note - Intimate and sexual relationships, including sexual health is part of the <b>statutory</b> requirements for secondary school PSHE. Waldorf Cambridge has looked carefully at where these topics should be specific taught content and this scheme of work details this. See statutory guidance for more detail.</p>   |
| <p><b>Next steps</b><br/>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>   | <ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul> |   |
| <p><b>Building for the future</b><br/>Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p>   | <ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>   |   |
| <p><b>Independence</b><br/>Responsible health choices, and safety in</p>   | <ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> </ul>  | <p>Note – teaching about bloody, organ and stem cell donation is part of the <b>statutory</b></p>   |

Based on Secondary Programme Builder editable template – Thematic model from PSHE Association.

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| <p>independent contexts<br/>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p> | <ul style="list-style-type: none"> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexualhealth clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmeticand aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul> | <p>requirements for secondary school PSHE.</p> <p>Note – teaching the the facts and science relating to immunisation and vaccination is a <b>statutory</b> requirement for secondary school PSHE</p> |
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