PSHE Curriculum adopted September 2025

Versions

Date	Changes
September 2026	FGM moved later to Class 10 Green highlights – changes to wording to update for statutory guidance from DfE September 2026 Orange text – specific outcomes change or addition following September 2026 guidance Blue text – sex education content where parents have the right of withdrawal (see policy for more information)

This scheme of work provides specific guidance for the teaching of PSHE subjects and topics at Waldorf Cambridge. This curriculum was reviewed in light of the revised statutory Relationships Education, Relationships and Sex Education and Health Education guidance, which came into effect on 1 September 2026. It will be reviewed annually, or sooner if statutory guidance changes, to ensure Waldorf Cambridge continues to meet statutory requirements while delivering PSHE in an age-appropriate and developmentally sensitive way.

This curriculum shows the progression of PSHE, Relationships Education, Relationships and Sex Education, and Health Education topics across the school from Kindergarten to Class 10. It should be read alongside the school's PSHE and RSHE policy, which sets out Waldorf Cambridge's approach to age-appropriate teaching, parental engagement, the right to request withdrawal from sex education where applicable, and how teaching remains inclusive, respectful and safeguarding-aware.
The curriculum has been checked against the statutory end points for primary and secondary Relationships Education, Relationships and Sex Education and Health Education. Where relevant, the statutory content is identified in the notes column so that leaders, teachers and governors can see where required content is taught, revisit coverage during monitoring, and ensure pupils receive a coherent and age-appropriate sequence over time.

Statutory guidance on Relationships Education, Relationships and Sex Education and Health Education can be found in the Department for Education guidance that came into effect on 1 September 2026.
Key September 2026 RSHE/PSHE changes to check across this curriculum: strengthened online safety, including privacy, personal data, location settings, age restrictions, scams, gaming, monetisation, gambling-style risks, misinformation, harmful content and reporting routes; clearer primary safeguarding teaching on correct names for body parts, including external genitalia; more explicit personal safety teaching, including road, rail, water, fire, household and unfamiliar-place safety; stronger coverage of mental health, grief, loss, loneliness, emotional regulation and help-seeking; secondary coverage of AI, deepfakes, pornography, online sexual harms, misogyny, harmful online cultures and violence against women and girls; more detailed secondary sexual health, contraception, STIs, menstrual and gynaecological health; improved teaching on healthcare access and support services; and clear evidence of parental engagement, policy review, age-appropriate sequencing and monitoring.

Monitoring should check that statutory RSHE content is being taught at the planned developmental stage, that teachers feel confident with sensitive content, that resources remain age-appropriate and inclusive, and that parental communication is clear before pupils meet more sensitive content.

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	The features of positive healthy friendships such as mutual respect, trust and sharing interests Strategies to build positive friendships	How to seek support with relationships if they feel lonely or excluded	The changes that may occur in life including death, and how these can cause conflicting feelings To recognise differences between people such as gender, race, faith	The meaning and benefits of living in a community To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations The importance of respecting the differences and similarities between people	Internet safety day- the internet as a tool	Strengths and interests; jobs in the Community through play	To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) The choices that people make in daily life that could affect their health What can help people to make healthy choices and what might negatively influence them	Teacher note: Correct names for body parts should be introduced simply, factually and without shame, as part of helping children describe their bodies, understand privacy, and ask a trusted adult for help if they feel unsafe or worried. To identify and name the main parts of the body, including external genitalia, using correct vocabulary in a calm, age-appropriate safeguarding context.	How to recognise risk in everyday situations, including road, water, rail, fire and household safety, medicines, unfamiliar places, and when to move away and ask a trusted adult for help. 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 The importance of asking for support from a trusted adult

KG 2,3,4 year olds and Reception	**In this unit of work, students learn...**	**Lesson overviews/Teacher notes / resources**
Families and friendships 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.	• To feel emotionally safe with a key person and, gradually, with other members of staff • 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 • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas.	

Safe relationships 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.	• Safely explore emotions beyond their normal range through play and stories • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them	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 …
Respecting ourselves and others 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.	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive. • Talk with others to solve conflicts • Understand gradually how others might be feeling	
Belonging to a community	• Develop their sense of responsibility and membership of a community • See themselves as a valuable individual • Build constructive and respectful relationships.	
Media literacy and Digital resilience	• Learn to be able to come to a trusted person to talk about any digital media that they have been uncomfortable about • Understanding how to use tools safely at home and in the work adult do (including the internet or general media use)	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

Physical health and Mental wellbeing
Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
	• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
	• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
	• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	• Start eating independently and learning how to use a knife and fork and sppon
	• Make healthy choices about food, drink, activity and toothbrushing
	• Show resilience and perseverance in the face of challenge
	• Know and talk about the different factors that support their overall health and wellbeing:
	  ○ regular physical activity
	  ○ healthy eating
	  ○ toothbrushing
	  ○ sensible amounts of 'screen time'
	  ○ being a safe pedestrian
	• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	• Use one-handed tools and equipment, for example, making snips in paper with scissors.
	• Use a comfortable grip with good control when holding pens and pencils.
	• Show a preference for a dominant hand
	• 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
	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
	• Combine different movements with ease and fluency
		Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Growing and changing	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Encourage children to paint, chalk or make marks with water on large vertical surfaces. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	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.
Keeping safe	• Increasingly follow rules, understanding why they are important. • how to respond if there is an accident or emergency, including moving to safety, telling a trusted adult, and knowing when and how to call 999. • why some things have age restrictions, e.g. TV and film, games, toys or play area (older children) • how to recognise risk in everyday situations, including near roads, railways and water, and to follow simple safety rules with an adult	

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 Making friends; feeling lonely and getting help	Recognising privacy; staying safe; seeking permission Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	How behaviour affects others; being polite and respectful Recognising things in common and differences; playing and working cooperatively; sharing opinions	What rules are; caring for others' needs; looking after the environment Belonging to a group; roles and responsibilities; being the same and different in the community	Using the internet and digital devices; communicating online 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 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 Growing older; naming body parts; moving class or year	How rules and age restrictions help us; keeping safe online 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 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 partner-ship and marriage	Recognising and managing pressure; consent in different situations	Expressing opin-ions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrim-ination and stereo-types	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 bereave-ment; managing time online	Human reproduc-tion and birth; increasing indepen-dence; 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**
Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5 Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• about people who care for them, e.g. parents, siblings, grandparents, relatives, • friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, • same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	
Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17 Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online	Where entries are marked as statutory, teachers should ensure that the learning is taught explicitly enough for pupils to understand the key knowledge, vocabulary and help-seeking routes, while adapting examples and resources sensitively to the age and developmental stage of the class. Note – education about privacy is part of the **statutory** requirements for primary school PSHE.

	• about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	
Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22 Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	
Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3 What makes a community; shared responsibilities PoS Refs: L4, L6, L7 Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community	
Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8 The internet in everyday life; online content and information PoS Refs: L8, L9	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE. Note – education about internet safety is part of the **statutory** requirements for primary school PSHE.

Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	
Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10 Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, • dentists, lunch supervisors • how to keep safe in the sun • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings • that change and loss — for example moving house, a pet dying, or bereavement — can bring up a range of feelings, and that this is a normal part of life	
Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	

Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34 Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • Basic rules for keeping safe online, including asking a trusted adult for help, using age-appropriate content, understanding that personal information and location should not be shared without adult support, and knowing what to do if something online feels worrying or unsafe. • whom to tell if they see something online that makes them feel unhappy, worried, or scared • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • 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 • how to respond if there is an accident and someone is hurt • 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 • basic rules for keeping safe near roads and water, and why railways and level crossings are never a place to play	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.

Review point for Classes 6 to 10: ensure the secondary curriculum explicitly covers the revised 2026 expectations on AI and deepfakes, pornography and online sexual harms, misogyny and harmful online cultures, violence against women and girls, knife crime and conflict resolution, sexual health, contraception, STIs, menstrual and gynaecological health, and how to access healthcare and support services.

Class 2 (Year 3 age)	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Families and friendships What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	• 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 • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	
Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE. Note – education about privacy is part of the **statutory** requirements for primary school PSHE.
Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	

Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game, website or app is suitable for their age group, including understanding age restrictions, in-game purchases, advertising, gambling-style features, scams and pressure to spend money online. • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE. Note – education about internet safety is part of the **statutory** requirements for primary school PSHE. Story – Anansi in resource folder
Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • what a stereotype is, about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or harmful, is part of the statutory requirements for primary school PSHE.
Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	• about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful • that grief is a natural response to loss, including bereavement, and that people grieve in different ways and at different paces	Especially important in the context of the 9-year-old change and rubicon
Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • 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	

Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety • the water safety code, and how to recognise and stay safe around railways, including level crossings	

Class 3 (Year 4 age)	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	• how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28 Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online • about personal boundaries, permission and consent in everyday situations, including how to ask for permission, how to give or not give permission, how to recognise pressure, and how to seek help from a trusted adult. • what consent means and how to seek and give/not give permission in different situations	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33 Expressing opinions and respecting other points of view, includingdiscussing topical issues PoS Refs: R30, R34	• a vocabulary to sensitively discuss difference and include everyone • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	

Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17 Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	Class 3 Numeracy main lesson - money
Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health • how to recognise and manage feelings connected with change, loss and bereavement, and whom to ask for support	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 **statutory** requirements for primary school PSHE.
Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	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. Note – guidance relating to menstruation. *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.
Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	• about fire safety at home including the need for smoke alarms • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice • how to recognise and manage risk around roads, railways (including level crossings) and water, including the water safety code	Note – teaching the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking, is part of the statutory requirements for primary school PSHE. Illegal substances are taught in Class 5.

Class 4 (Year 5 age)	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26 Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships • what it means to be attracted to someone and different kinds of loving relationships • that loving and committed relationships can exist between people of any sex, sexual orientation, ethnicity, faith or belief, and that all pupils should discuss relationships respectfully and without discrimination. • that people may describe themselves and their relationships in different ways, and that everyone has the right to be treated with dignity, kindness and respect. • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	Teaching about marriage is part of the **statutory** requirements for primary school PSHE. Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact, including saying no where possible, moving away, not keeping unsafe secrets, and telling a trusted adult as soon as they can. • 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 • whom to tell if they are concerned about unwanted physical contact	
Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	• to recognise that everyone should be treated equally • 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 • what discrimination means and different types of discrimination, including racism, sexism, homophobia, disability discrimination, religious discrimination and discrimination linked to other protected characteristics. • to identify online bullying and discrimination of groups or individuals, including trolling and harassment	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 **statutory** requirements for primary school PSHE.

	• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	
Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information • that everything shared online can leave a digital footprint, and that personal information, images and location data can be copied, stored, shared or used by others.	Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or harmful, is part of the **statutory** requirements for primary school PSHE.
Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32 Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • that there is a variety of routes into work e.g. college, apprenticeships, university, training • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks	Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or harmful, is part of the **statutory** requirements for primary school PSHE.

Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines and allergies PoS Refs: H8, H9, H10, H12	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and disease prevention • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	
Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	• recapping puberty and changes content from Class 3 • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • further strategies for managing change, loss and bereavement, building on what they have learned in earlier years	
Keeping safe Keeping safe in different situations, including responding in emergencies PoS Refs: H38, H43, H44, H45 Keeping personal information safe; regulations and choices; PoS Refs: H37, H42, H46, H47, H48, H49, H50	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to respond in an emergency, including when and how to contact different emergency services • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • 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 • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • how to recognise and manage risk around roads, railways (including level crossings) and water, including the water safety code, as they take on more independent journeys	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.

Class 5 (Year 6 age)	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	Note – teaching what a stereotype is, and how stereotypes can be unfair, negative or is part of the **statutory** requirements for primary school PSHE.
Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE. Note – education about internet safety is part of the **statutory** requirements for primary school PSHE.

Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	• recapping of puberty and changes associated with it • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	Note – education about online relationships is part of the **statutory** requirements for primary school PSHE.
Growing and changing, transitions Transition to secondary school Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36	• how to manage the challenges of moving to a new school • how to establish and manage friendships • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school	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.
Keeping safe Drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	• about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions • how to keep safe around roads, railways (including level crossings) and water, including the water safety code, as they prepare for greater independence and the move to secondary school	Note – teaching the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Class 6-10: LONG-TERM OVERVIEW

	Health & wellbeing	Health & wellbeing	Living in the wider world	Living in the wider world	Relationships	Relationships
Cl 6	**Peer influence, transition and safety** Transition to secondary school and personal safety in and outside school	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact	**Financial decision making** Saving, borrowing, budgeting and making financial choices	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries
Cl 7	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Cl 8	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Employability skills** Employability and online presence	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Cl 9	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Work experience** Preparation for and evaluation of work experience and readiness for work	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism
Cl 10	**Building for the future** Self-efficacy, stress management, and future opportunities	**Independence** Responsible health choices, and safety in independent contexts		**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Families** 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
Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	• about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others	Note – teaching about stereotypes is part of the **statutory** requirements for secondary school PSHE.
Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	• about different types of families and parenting, including single parents, same-sex parents, blended families, adoption and fostering • how to develop self-worth, confidence and self-efficacy • about the qualities and behaviours that support positive relationships, including respect, kindness, trust, honesty and care • how to recognise unhealthy relationship behaviours, including pressure, control, disrespect or feeling unsafe • how to recognise and challenge media stereotypes about families, relationships, gender and appearance • how to evaluate expectations for romantic relationships, including how these may be influenced by peers, media and online content • that consent means freely given, informed and reversible agreement • how to recognise pressure, including online pressure, and how this can affect choices and boundaries • how to communicate and respect personal boundaries in everyday and online situations • how to respond if someone ignores boundaries, including moving away, asking for help and reporting concerns	Note – teaching about stereotypes is part of the **statutory** requirements for secondary school PSHE.
Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices	Note – teaching about stereotypes is part of the **statutory** requirements for secondary school PSHE.

Financial decision making and media literacy and digital resilience Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	• how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour • how to recognise that online content, images or videos may be misleading, manipulated or AI-generated • how algorithms, influencers and recommender systems can shape what people see online • how to check information using trusted sources • how to report harmful, misleading or worrying content • how privacy settings, location sharing, screenshots and forwarding can affect personal safety and digital reputation	
Health and puberty Healthy routines, influences on health, puberty, unwanted contact PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • strategies for managing transition, loneliness, friendship changes and strong feelings • how to recognise when feelings may need support • how and when to seek help from trusted adults or appropriate services • how sleep, exercise, time outdoors, screen use and routines can affect emotional wellbeing • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • identify the links between love, committed relationships and conception • about the responsibilities of being a parent or carer and how having a baby changes someone's life	Note – teaching about drugs, alcohol and tobacco is part of the **statutory** 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. Covered in the Love and Life main lesson block in Class 6

Peer influence, transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	• how friendships and peer groups can change during transition to Class 6 / Year 7, and how this can affect feelings of belonging, loneliness and confidence • how to distinguish between healthy and unhealthy friendships, including recognising exclusion, rumours, pressure and group-chat behaviour • when and how to seek support if friendships or peer groups make them feel unsafe, uncomfortable, lonely or excluded • how to assess risk and manage influences, including online influences • how to identify, express and manage their emotions in a constructive way • how to identify personal strengths and areas for development • how to improve study skills and develop positive learning habits • personal safety strategies, including travel safety such as road, rail and water safety • how to respond in an emergency situation, including seeking help from a trusted adult or emergency services • how to discuss differences respectfully, including in online spaces • how to recognise prejudice, bullying or harmful group behaviour • how to safely challenge or report prejudice, bullying or harmful group behaviour • how peer approval, jokes, rumours or online comments can affect others' dignity, safety and sense of belonging • how to assess risk in public spaces, travel and unfamiliar places • how to de-escalate conflict and move away from unsafe situations • how to seek help from trusted adults or emergency services • when and how to contact emergency services or a trusted adult	

Class 6 / Year 7 essential additions: Families and friendships — how friendships and peer groups can change during transition, how this can affect feelings of belonging, how to recognise healthy and unhealthy friendship behaviours including exclusion, rumours, pressure and group-chat behaviour, and when and how to seek support if friendships or peer groups make them feel unsafe, uncomfortable, lonely or excluded. Safe relationships — that consent means freely given, informed and reversible agreement; how to recognise pressure, including online pressure; how to communicate and respect personal boundaries; and how to respond if someone ignores boundaries, including moving away, asking for help and reporting concerns. Respecting ourselves and others — how to discuss differences respectfully, including online; how to recognise prejudice, bullying or harmful group behaviour and safely challenge or report it; and how peer approval, jokes, rumours or online comments can affect others' dignity, safety and sense of belonging. Media literacy and digital resilience — how to recognise that online content, images or videos may be misleading, manipulated or AI-generated; how algorithms, influencers and recommender systems can shape what people see online; how to check information using trusted sources and report harmful, misleading or worrying content; and how privacy settings, location sharing, screenshots and forwarding can affect personal safety and digital reputation. Physical health and mental wellbeing — strategies for managing transition, loneliness, friendship changes and strong feelings; how to recognise when feelings may need support and how to seek help from trusted adults or appropriate services; and how sleep, exercise, time outdoors, screen use and routines can affect emotional wellbeing. Keeping safe — how to assess risk in public spaces, travel and unfamiliar places; how to de-escalate conflict, move away from unsafe situations and seek help; and when and how to contact emergency services or a trusted adult.

Class 7 (Year 8 age)	In this unit of work, students learn...	Lesson overviews/Teacher notes/Resources
Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	• how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about the law on sexual orientation: that it is a protected characteristic under the Equality Act 2010, and that people must not be discriminated against, harassed or victimised because of their sexual orientation • about the facts and the law on biological sex and gender reassignment: that "sex" in the Equality Act 2010 means biological sex; that gender reassignment is a separate protected characteristic covering people who are proposing to undergo, are undergoing or have undergone a process to reassign their sex; that the law protects them from discrimination, harassment and victimisation; and that there is a range of views in society on gender identity, which pupils should be able to discuss respectfully • that at our school we treat everyone with respect and dignity • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination • about misogyny and incel ideology, and how these can shape attitudes towards women and girls as well as towards boys and young men	
Intimate relationships and Identity Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill • about STIs • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passingon sexual images • how to secure personal information online • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation	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 **statutory** requirements for secondary school PSHE. Note - Intimate and sexual relationships, including sexual health and legal implications of different situations are part of the **statutory** 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.

Setting goals Learning strengths, career options and goal setting as part of the GCSE/Level 2 diploma pathway planning process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and careerpathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making	
Community and Careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11,L12	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices	Note – teaching about stereotypes is part of the **statutory** requirements for secondary school PSHE.
Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27 Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	• about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions • how AI tools and deepfake technology can be used to create fake or manipulated images, video and audio, and the risks of sextortion • the Online Safety Act 2023 and how it protects young people online, including platforms' duties to tackle illegal and harmful content • the age of criminal responsibility, and how online behaviour (for example sharing images or threats) can have real legal consequences • how AI chatbots and companion apps are designed to simulate relationships and "fake intimacy", and why this can be risky or manipulative • how loot boxes and other chance-based in-game purchases use gambling-style mechanics to encourage spending, and how to recognise this monetisation	

Healthy lifestyle Diet, exercise, lifestyle balance and healthy choice. PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination	
Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	• about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely	Note – teaching about drugs, alcohol and tobacco is part of the **statutory** 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.
Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	• about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies	

Class 8 (Year 9 age)	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	• about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services • how stereotypes about gender, relationships and behaviour can contribute to disrespectful or harmful attitudes • how to recognise misogyny, sexist language, harassment and harmful "jokes" or comments • how online comments, group chats, memes, rumours or images can normalise disrespect, harassment or discrimination • how to challenge or report sexist, misogynistic, homophobic or discriminatory behaviour safely • how to show respect for others' dignity, privacy, boundaries and reputation, including online	
Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• that consent must be freely given, informed, specific, reversible and never assumed • how to recognise pressure, persuasion, guilt, manipulation or coercion in relationships, including online • how power imbalance, age, popularity, group pressure or fear of losing a relationship can affect consent and choices • how to communicate boundaries clearly and respectfully, and how to respond when someone says no • how to recognise controlling, possessive or intimidating behaviour in friendships or romantic relationships • how to seek help if they feel pressured, unsafe, harassed or coerced • how expectations about romantic relationships may be influenced by peers, social media, films, music, gaming culture or online influencers • how to evaluate whether relationship expectations are respectful, equal, realistic and safe • how healthy relationships are based on mutual respect, trust, kindness, honesty, equality and freedom from pressure • more information about contraception, e.g. condom and pill • more information about STIs, effective use of condoms and negotiating safer sex	Note - Intimate and sexual relationships, including sexual health is part of the **statutory** 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.
Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• revisit learning strengths, options and goal setting for further education planning	

Employability skills, Media literacy and digital resilience Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	• about young people's employment rights and responsibilities • skills for enterprise and employability • about stereotyping in the workplace, its impact and how to challenge it • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online • how online influencers, algorithms and recommender systems can promote stereotypes, misogyny or harmful relationship expectations • how edited images, shared messages, screenshots or rumours can be used to shame, pressure, control or harass others • how to respond to harmful online content or behaviour, including not sharing it, saving evidence where appropriate, reporting it and seeking adult help	
Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	• about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife	Note – teaching about drugs, alcohol and tobacco is part of the **statutory** 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.
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
Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy • how to recognise sexual harassment, unwanted sexual attention, pressure, coercion and controlling behaviour, including online • how consent applies in intimate relationships, including that consent must be freely given, informed, specific, reversible and never assumed • how pornography and sexually explicit online content can distort expectations of bodies, consent, relationships and sexual behaviour • how sharing, requesting or pressuring someone for intimate images can cause harm and may be illegal • how to respond if they experience or witness harassment, coercion, image-based abuse or online sexual pressure, including reporting and seeking help • how misogyny, sexist language, sexual harassment and harmful "jokes" can affect safety, dignity and equality • how misogyny, harmful online cultures and discriminatory attitudes can influence expectations of relationships, sex, consent and behaviour • how violence against women and girls is connected to wider attitudes, stereotypes, harassment, coercion and abuse • how to recognise victim-blaming and understand that responsibility always lies with the person causing harm • how to challenge or report sexist, misogynistic, homophobic or discriminatory behaviour safely • how to support a culture of respect, equality, dignity and safety for everyone • how expectations of romantic or sexual relationships may be influenced by peers, media, pornography, social media and online influencers • how to evaluate whether relationship expectations are respectful, equal, realistic, safe and free from pressure • how healthy intimate relationships are based on mutual respect, equality, care, trust,	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 **statutory** requirements for secondary school PSHE.

	honesty, communication and consent	
Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation	
Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	• how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities	
Setting goals Learning strengths, career options and goal setting as part of the GCSE/Level 2 diploma pathway planning process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making	A repeat from Class 7 with additional information about post-16 options
Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	• how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience	

Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	• how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation	Note – teaching about stereotypes is part of the **statutory** requirements for secondary school PSHE.
Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	• about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction • how pornography, influencers, algorithms, recommender systems and online communities can shape attitudes towards sex, gender, bodies and relationships • how harmful online cultures can normalise misogyny, sexual harassment, coercion, prejudice or violence • how deepfakes, edited images, fake accounts or image-based abuse can be used to humiliate, blackmail, pressure or control others • how to recognise harmful or illegal online content and behaviour, including grooming, coercion, sexual exploitation, misogyny and extremist content • how to respond safely to harmful online content, including not sharing it, saving evidence where appropriate, reporting it and seeking help from trusted adults or specialist services • how to recognise risk in social situations, parties, travel, public spaces and online spaces	Class 9 main lesson block – Chemistry of alcohols

	• how alcohol, drugs, group pressure or fear of social consequences can affect choices, safety and consent • how to seek help for themselves or others if they feel unsafe, threatened, coerced, harassed or at risk of harm • how and where to report concerns, including school safeguarding routes, trusted adults and emergency services	

Class 10 (Year 11 age)	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Safe relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• about core values and emotions • about gender identity, gender expression and sexual orientation • the importance of treating everyone with respect and dignity • about the law on sexual orientation: that it is a protected characteristic under the Equality Act 2010, and that people must not be discriminated against, harassed or victimised because of their sexual orientation • about the facts and the law on sex and gender reassignment: that "sex" in the Equality Act 2010 means biological sex, and that everyone is protected from discrimination because of their sex; that gender reassignment is a separate protected characteristic covering people who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, and that the law protects them from discrimination, harassment and victimisation; and that there is a range of views in society on gender identity, which pupils should be able to discuss respectfully • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • how violence against women and girls is connected to wider patterns of harassment, coercion, misogyny, abuse and inequality, and how to challenge or seek help safely • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support • how consent applies in intimate relationships, including that consent must be freely given, informed, specific, reversible and never assumed • how alcohol, drugs, pressure, fear, coercion, manipulation or power imbalance can affect consent and decision-making • how to recognise sexual pressure, coercion, exploitation, harassment or abuse, including online • how to respond if they or someone else experiences sexual pressure, coercion, harassment, abuse or image-based abuse • how and where to report concerns and seek support from trusted adults, school safeguarding routes, healthcare services or specialist support organisations	Note – teaching what constitutes sexual harassment and sexual violence and why these are always unacceptable is part of the **statutory** requirements for secondary school PSHE. Note - Intimate and sexual relationships, including sexual health is part of the **statutory** 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.

FGM PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• what female genital mutilation is, that it is illegal and a form of abuse, that it can cause serious physical and emotional harm, and how to seek help for themselves or someone else if they are worried about FGM, forced marriage or other harmful practices.	Note 1 - Teaching about FGM is **statutory** in secondary school. The statutory RSHE guidance states that: • 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. • Being Safe: Pupils should know the concepts of, and laws relating to FGM, and how these can affect current and future relationships. • Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: female genital mutilation (FGM). What schools need to know about FGM
Growing and changing	• about sexual health, including how to protect physical, emotional and sexual wellbeing • about different methods of contraception, including condoms and hormonal contraception, and how these reduce the risk of unintended pregnancy • that condoms can reduce the risk of some sexually transmitted infections as well as pregnancy • about sexually transmitted infections, including how they can be transmitted, prevented, tested for and treated • the importance of seeking timely, confidential advice, testing and treatment from appropriate health services • how to make informed, responsible and respectful decisions about sexual health and relationships • about menstrual health and how periods can vary from person to person • when menstrual symptoms may need medical advice, including severe pain, very heavy bleeding, irregular bleeding or symptoms that affect daily life • about common gynaecological health concerns, including endometriosis and other conditions that may need medical support • how stigma, embarrassment or misinformation can prevent people from seeking help, and how to access reliable advice and support • how to support their own and others' dignity, privacy and wellbeing in relation to menstrual and gynaecological health • how to access reliable health information, advice and services, including school staff, GPs, sexual health clinics, NHS services and safeguarding support • the importance of seeking help early for physical, emotional, sexual or reproductive health concerns	

	• what confidentiality means in healthcare and safeguarding contexts, including when information may need to be shared to keep someone safe • how to support a friend to seek help without taking responsibility for solving the problem themselves • how to find urgent help if someone is at immediate risk of harm •	
Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	• about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support	Note - Intimate and sexual relationships, including sexual health is part of the **statutory** 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.
Next steps Application processes, and skills for fur- ther education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	• how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance	
Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	• how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online • how pornography, image-sharing, edited images, deepfakes, algorithms and online	

	communities can influence expectations of bodies, sex, consent and relationships • that sharing, requesting, threatening to share or pressuring someone for intimate images can cause harm and may be illegal • how online sexual harassment, grooming, coercion, exploitation and image-based abuse can occur • how to respond safely to online sexual harms, including not sharing content, saving evidence where appropriate, reporting and seeking help	
Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexualhealth clinics, opticians and other health services • how to manage influences and risks relating to cosmeticand aesthetic body alterations • about blood, organ and stem cell donation • about menstrual and gynaecological health, including endometriosis and the menopause • about Gillick competency and their right, when judged competent, to consent to their own medical treatment	Note – teaching about bloody, organ and stem cell donation is part of the **statutory** requirements for secondary school PSHE. Note – teaching the facts and science relating to immunisation and vaccination is a **statutory** requirement for secondary school PSHE