



SHERBORNE PREP

PSHEE Policy

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Executive Summary

This policy outlines the key principles and teaching methodology for Personal, Social, Health and Economic Education at Sherborne Prep.

Appended are the outline themes which are explored in each year group.

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Introduction

Sherborne Prep recognises that the personal and social development of pupils is a major aspect of education. Far from being on the fringes, PSHEE and RSHE is at the heart of everything that takes place in a school and is under the Personal Development (PD) umbrella. As the children leave the Prep School they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is breaking down the boundaries and distances between its different cultures and beliefs. Universities and the workplace have an ever-increasing emphasis on employing young people who are more ‘rounded’, advertising for candidates who can show good ‘interpersonal skills’ and an ‘understanding of the needs of those around them.’

The Education Act of 1996 requires all maintained schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Sherborne Prep School embraces this as the backbone of its PSHEE through its Personal Development and skills philosophy. This policy should be read in conjunction with the following policies and documents:

- RSHE – relationships and Sex Education
- SMSC - Social, Moral, Spiritual and Cultural
- Child Protection
- Mental health and Wellbeing
- Anti-Bullying
- Internet safety and Acceptable Use
- Behaviour and discipline – reward and conduct
- Equal Opportunities
- Co-Curricular
- Careers

Aims and Objectives of this Policy

- To teach children the **FACTS** concerning their growth and development as individuals.
- To help children to understand **CONCEPTS** such as tolerance, respect, justice, liberty and equality.
- To enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their wellbeing and their interaction with others. As a PSB the children are explicitly guided on understanding key skills for life.
- To encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues.
- To nurture in children a particular set of **VALUES**. At Sherborne Prep our six Core Values are kindness, perseverance, awareness, generosity, honesty and independence.
- To give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.
- To give the children a firm foundation in **LEADERSHIP**, particularly servant leadership, and to become active citizens in undertaking acts of leadership in everyday life.
- To provide children with learning **OPPORTUNITIES** across the wider curriculum.

In all the sessions, regardless of content, there will be an emphasis on the following key elements and our Dragon Values

- Empathy
- Compassion
- Fairness
- Equality
- Diversity
- Equity
- Kindness
- Awareness
- Perseverance
- Independence
- Honesty
- Generosity
- Mutual respect

The PSHEE programme at Sherborne Prep School comes under the wider umbrella of **Personal Development** in the school and lessons in years 1-6 are termed as PD and in Years 7 and 8 PSP (Personal Skills Programme).

Personal Development begins from the moment a child joins Sherborne Prep. We aim to prepare pupils for the opportunities, responsibilities and experiences of adult life. PD in the wider sense touches on all areas of school life, including:

- PD (PSHEE) Lessons following the Muse Wellbeing Programme up to the end of KS2
- RSHE Relationships, Sex and Health Education
- Internet Safety
- Moral and Spiritual learning in Religious Studies lessons, other lessons, Assemblies and special services
- Enrichment Programme
- House system and inter-house events
- Buddy system for new pupils
- School Council
- Eco Committee
- Philosophy
- Debating
- Dragon Values
- Career links in Year 6, 7 and 8
- Leadership programme
- Life Skills Programme (Year 8)
- Business Challenge (Year 7/8)
- XC links throughout the curriculum
- Community work
- Pastoral Care and Boarding
- Sport
- Break times
- Boarding opportunities

This non-exhaustive list helps pupils understand themselves and their emotions, make the most of their talents, keep themselves healthy, understand the society in which they live and begin to become valuable members of their community on many levels.

PD and PSP lessons aim to instil an understanding in all the students that academic success is not sufficient on its own for holistic attainment. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.



Instead of filling the bucket we are trying to light a fire

Key Principles and Teaching Methodology:

During the Early Years Foundation Stage, PD is delivered as Personal, Social and Emotional Development (PSED).

In the Pre-Prep Department (Y1 and Y2) it is delivered through discreet PD sessions and Circle Time. Daily discussions about the golden rules also take place and time is made for additional

discussion when needed, for example if a pastoral issue arises during the school day. All children in Pre-Prep join whole school assemblies and have weekly bespoke Pre-Prep ones.

All children in Year 3-8 receive a weekly PD or PSP lesson. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify and, in a minority of cases, impossible to control. Where appropriate PD is team taught or children have smaller group sessions. The programme of study is taught through a spiral approach through Muse Wellbeing (R-year 6) so that children can build on previous knowledge and develop their understanding. There is a flexible approach so that current issues can be included where appropriate.



The 'PD Tree' is a neat illustration of how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. The 'fruits' of the PD programme, i.e. what goes on in the lessons and what the pupils take away from these sessions is only going to be as strong and healthy as the roots which feed and nourish it. These roots, though barely visible, are the most significant determining factors in the success of the PD programme.

The '**hidden roots**' of PSHEE: Our values and attitudes, the ethos and quality of relationships within the school - The 'roots' are experienced rather than conveyed in neat, cognitive packages.

The '**visible**' PSHEE programme: Curriculum based, largely cognitive. Its success is based upon the quality of the 'roots'.

Assessment and Intended Outcomes

Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce knowledge through a variety of tasks. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. The children self-assess with the support of the form tutor each half term. The staff constantly communicate with each other; there is an open dialogue and a proactive culture of supporting the children and providing learning opportunities throughout the school day. The school provides 'round the clock care' for all its pupils.

Every child is pastorally tracked from nursery to Year 8 through CPOMS and Form tutor records considering the following:

- PSHEE topics covered within the year.
- Community Action involvement
- Extra activity involvement (e.g. plays/assemblies/services/music ensembles)
- Excursions and trips (including boarding experiences)
- School values

Self-Assessment

Every half term the children undertake self-assessment of how they feel they are progressing in their school life. This encourages the children to focus carefully on how they feel they have tackled the term through their: collaboration and leadership, independence, communication, thinking and learning, reviewing and improving. Their form tutors spend time with them to discuss their feelings about each area of school life.

Intended Outcomes

Children will:

- Understand, take ownership and embrace the Core Values and skills and live by them.
- Develop the knowledge, skills and attributes they need to become responsible young people who can cope with, and manage challenges they face.
- Build their personal self-esteem.
- Have empathy and compassion for their peers and wider community.
- Have an awareness of how to stay safe.
- Know they can ask questions, to express their views and have open discussions.
- Form healthy and positive relationships.
- Communicate effectively.
- Feel respected and valued and in turn demonstrate respect and value.
- Explore and celebrate differences.
- Have the skills to develop as independent and emotionally resilient individuals.
- Take responsibility for their decisions and actions.
- Contribute to the wider community.
- Be able to manage money.
- Have an understanding of local, national and international political issues.
- Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Have a strong moral compass.

Differentiation

Differentiation takes place where applicable and is based on a teacher's knowledge of students.

Learning support provision

The nature of the topic allows for a broad range of media for delivery. Those students for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PD is not currently examined or formally assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all students are as involved as possible in the discussions and activities taking place.

Sherborne Prep School has a number of pupils with EAL. When teaching PD, account is taken of their age, length of time spent in the UK, previous educational experience and skills. The EAL teacher is involved where necessary.

All teaching staff are aware from students' files, briefings, CPOMS and the iSAMS database of any home situation or social difficulty which could make some subjects more sensitive than others.

Curriculum enrichment

- All year groups – Food workshops through Chartwells
- Outside speakers/ workshops
- Saturday morning lectures for senior children

- Community Action days
- House events

Counselling and External Support

The school offers informal 'counselling' in the following forms:

- Form Teacher
- Subject teachers
- Learning support team – SEMH sessions available
- Independent Tutor for Years 3 to 8
- Housemaster and boarding team
- School Chaplain
- Independent person
- Deputy Head Pastoral
- External Speech and Language therapy
- Parents can be signposted to qualified counsellors/psychotherapists

If a child is in need of further professional counselling, the matter should be raised with the Pastoral Care Team and Deputy Head Pastoral who will then make the necessary arrangements.

Parental Engagement

Sherborne Prep is committed to working with parents and carers. We offer support and will include topics that may not be included in the programme after discussion if deemed appropriate. The curriculum is shared with parents via the parent portal and can be found on the school website. Parents are consulted on Relationships and Sex education when this policy is updated.

The school runs parent engagement seminars throughout the year and a number of these are linked to the pastoral aspect of the School's provision.

Appendix 1: Summary of Changes

- This is the first issue of this policy in the updated policy format.

Appendix 2: PSHEE Overview

On the pages below are the outlines of the Muse Wellbeing programme that are followed in Year 1 to Year 6. We start our sex education in Year 7, however the children in Year 6 do look at reproduction in Year 6 during their Biology lessons and therefore have time and the opportunity to discuss this from a relationship point of view if they wish as healthy relationships are very much discussed in Year 6. With this in mind, we have adapted slightly some of the lessons outlined in the Health and Wellbeing section for Year 6.

Year 1

muse **Year 1 Lesson Planner: Health and Wellbeing**

		Main Learning Objective	Sub Learning Objective
1	How Do You Feel Today?	To understand how to identify emotions by how they may present physically	To identify simple emotions and use a range of vocabulary to share feelings
2	Everyday Emotions	To understand how people can feel differently about different situations	To know that it is normal to feel a range of emotions in our daily life (sad, happy, anxious, excited)
3	BIG Feelings!	To learn simple strategies to manage feelings such as anger or frustration	To seek support when feeling worried or concerned and know when and how to do this
4	Healthy Living	To understand ways we can be more physically healthy (including rest and sleep)	To discuss how exercise and movement can help our bodies stay healthy
5	We Are What We Eat	To understand what makes a healthy diet and how this can affect our overall physical health and mental wellbeing	
6	Keeping Clean	To describe ways to clean ourselves and wash our bodies as well as understand how germs can spread	
7	Safety First	To recognise risk in everyday situations and ways to stay safe	To recognise potential risks at home and at school such as electrical appliances
8	It's an Emergency	To know what to do if someone has an accident	To know how to make a phone call to the emergency services and when they should do this
9	All Change	To identify ways they have changed since they were babies	To explore strategies for coping with change
10	We Are Wonderful	To celebrate what makes them unique and special	To consider and identify ways in which people can look similar and different
11	Keeping It Private	To understand that some information is private both online and in the real world	To understand the online world is similar but different to the real world
12	Safe Digital Citizens	To identify and share simple internet safety strategies	To know when to speak to an adult when they see something online they do not like or that scares them

muse **Year 1 Lesson Planner: Understanding Relationships**

		Main Learning Objective	Sub Learning Objective
13	Different Types of Families	To know that there are many types of families and that they may be different from their own	To know who to speak to within school if they are worried about something in their family
14	Fantastic Families	To understand that families can provide care, support and love	To recognise common aspects of family life
15	A Great Friend	To know and describe the characteristics of a good friend	
16	Kind or Unkind	To identify actions that are both kind and unkind	
17	We're All Different!	To understand some children have different needs and feelings	
18	Meeting New People	To know how to act and behave when meeting someone they don't know (including children, adults and strangers)	
19	Super Group Worker	To work, play and collaborate with others in a range of situations	
20	Say No to Bullying	To recognise when a person is being bullied and understand sensible actions to challenge this behaviour (including finding an adult)	To understand that speaking negatively to a person can impact on their overall wellbeing and health
21	Be Kind Online	To understand that people may bully or tease others online (just like in the real world)	To identify positive ways to communicate online
22	Tech Time Out	To understand when to stop using technology and interact with people around them in their world	
23	Secrets or Surprises	To understand that sometimes secrets should not be kept private to safeguard and support other people	To know how to ask for advice or help for themselves or others within the school community
24	Understanding Peer Pressure	To identify when they feel pressured to do something they don't want to do (and how to act)	To know how to report concerns and who they must speak to at school

muse wellbeing **Year 1 Lesson Planner: The World Around Us**

		Main Learning Objective	Sub Learning Objective
25	Shoot for Goals	To set targets and goals and track their progress	To identify areas they can improve on and set targets based on this
26	Sharing My Opinions	To describe and share what they like and dislike; rights and wrongs; and things they find fair and unfair	To explain and describe their opinions with reason
27	Respectful and Responsible	To listen to other people with respect, even when their ideas differ to their own	To accept responsibility for the actions they take and the consequences of these actions
28	Home and Away	To identify similarities and differences between their communities and other places around the world	To understand the features of the local area where they live
29	Active Change	To identify and develop ways to improve their school and classroom	To understand ways we can be more physically healthy (including rest and sleep)
30	Walk for Wellbeing	To play an active part in the life of their school and classroom	To understand ways we can be more physically healthy (including rest and sleep)
31	My Communities	To know that they belong to groups and communities (families, schools)	
32	Jobs, Jobs, Jobs	To identify a range of jobs and their benefits to themselves and their communities	
33	Shopping Essentials	To understand that money has value and should be thought about carefully	
34	Global Faiths and Religions	To share and discuss their beliefs (religious or otherwise) and listen with respect to others	To be open minded and accepting of all people within their local communities
35	Problem? No Problem!	To think creatively to solve problems for themselves and others	To work collaboratively and support their group in learning and shared activities
36	Keep Growing!	To reflect on personal growth and learning and consider steps to continuing development	

Year 2

muse Year 2 Lesson Planner: Health and Wellbeing

		Main Learning Objective	Sub Learning Objective
1	How Do You Feel Today?	To know that it is normal to feel a range of emotions in our daily life (sad, happy, anxious, excited)	To seek support when feeling worried or concerned and know when and how to do this
2	Positive Vibes	To discuss and consider activities that can help us feel better (family time, rest, practising gratitude, kindness to self and others, exercise)	To understand the differences and similarities between mental and physical health
3	Beat Bullying!	To understand that all forms of bullying (including online) can negatively affect a person's mental health	
4	Getting Help	To seek support when feeling worried or concerned and know when and how to do this	To know who to speak to in school if they are worried about their health
5	Staying Safe	To recognise risk in everyday situations and ways to stay safe	To recognise potential risks at home and at school such as electrical appliances
6	Staying Safe Online	To identify and share simple internet safety strategies	To know when to speak to an adult when they see something online they do not like or that scares them
7	I am a Digital Citizen	To identify key characteristics of a positive "Digital Citizen" in their use of technology and the internet	To understand the online world is similar but different to the real world
8	Personal Privacy	To understand different types of personal privacy	To recognise the main differences between male and female bodies (and what areas of their bodies are private)
9	Good Food, Good Exercise	To understand how inactivity and diet are linked to obesity and the associated health issues	
10	SMILE!	To understand how to look after our oral hygiene (including the effects of sugar)	
11	Safety and Medicines	To know that medicine can sometimes help us when used carefully and the importance of vaccines and immunisations	To understand how to stay safe in the sun and why we should do this
12	Exercising Wellbeing	To understand that mental health (like physical health) can be exercised and improved	To know the choices we make affect our mental and physical wellbeing

muse Year 2 Lesson Planner: Understanding Relationships

		Main Learning Objective	Sub Learning Objective
13	My Special People	To identify people who are special in their lives (family, carers, siblings, friends, teachers)	
14	Understanding Relationships	To understand and identify the characteristics of a range of relationships (family, relative, friend, teacher)	To understand that families can provide care, support and love
15	Super Supporters	To understand how they can be supportive of friends in difficult situations	To understand some children have different needs and feelings
16	Signs of Sadness	To recognise when a person may feel lonely or upset and how they can help	To know when to speak to an adult if a friendship is making them feel unhappy
17	Exclude - Include	To know that excluding others can cause someone to feel unhappy	
18	No Bullies Allowed!	To identify the impacts of bullying	To recognise when a person is being bullied and understand sensible actions to challenge this behaviour (including finding an adult)
19	Words Can Hurt and Heal	To understand that speaking negatively to a person can impact on their overall wellbeing and health	
20	It's Personal	To know that some personal information is private and doesn't need to be shared with friends	
21	Who Are You Talking to Online?	To know that sometimes people may pretend to be a different person when online	
22	Be SMART	To identify positive ways to communicate online	To understand that people may bully or tease others online (just like in the real world)
23	Seeking Permission	To know that they must ask permission to do certain activities in some situations	To know how to ask for advice or help for themselves or others within the school community
24	Respectful Boundaries	To understand and respect the physical and personal privacy of themselves and others	To know how to report concerns and who they must speak to at school

muse **Year 2 Lesson Planner: The World Around Us**

		Main Learning Objective	Sub Learning Objective
25	Humans & Living Things	To know that humans and living things have needs and how they can support this	
26	Stand Up for Change!	To explain and describe their opinions with reason	To listen to other people with respect, even when their ideas differ to their own
27	Inequalities	To recognise actions or situations they feel are unfair and explain how it makes them feel	
28	Kindness in Our Communities	To understand their own actions can help improve the lives of other people	To consider ways to support and help other people in their community
29	We're All Different	To recognise and celebrate diversity within their local community	To be open minded and accepting of all people within their local communities
30	Where We Live	To compare where they live to other places around the world (and the challenges other people have)	To understand the features of the local area where they live
31	The Job for Me!	To discuss what jobs and types of employment they like	
32	Money Matters	To know that money comes from different sources and is used for a variety of reasons	
33	STEM Group Project	To work collaboratively and support their group in learning and shared activities	To show confidence in approaching activities in their own style and using their strategies
34	Resilience and Growth Mindset	To show resilience in new learning to grow and develop their skills and thinking	
35	Growth, Targets and Goals	To identify areas they can improve on and set targets based on this	To set targets and goals and track their progress
36	Reflection	To reflect on personal growth and learning and consider steps to continuing development	

Year 3
muse **Year 3 Lesson Planner: Health and Wellbeing**

		Main Learning Objective	Sub Learning Objective
1	What is Mental Health?	To know that mental health is a part of our daily lives	To know that positive mental health does not mean always being "happy"
2	My Feelings!	To understand a range of emotions and why they may feel like this	
3	Caring for Mental Health	To know that activities such as physical exercise, charity and hobbies can promote positive mental health	To understand it is important to express their feelings, emotions, worries and thoughts
4	What is Physical Health?	To understand the characteristics of physical wellbeing	To understand the importance of regular exercise to promote physical and mental wellbeing
5	Eating Well!	To recognise the elements of a healthy, balanced diet and make informed decisions on choosing foods	To understand the impact of poor diets on our physical and mental wellbeing
6	Keeping Clean	To know and undertake the many different aspects of hygienic routines (self-care, oral hygiene, cleaning)	To understand the impact of poor personal hygiene on our overall wellbeing
7	Me and the World	To understand that people (including themselves) identify with different cultures, hobbies and likes and dislikes	To identify their strengths and celebrate their achievements with others
8	Our Bodies	To identify and name the main genitalia of males and females	
9	Tech Talk	To understand that technology and the internet have many benefits for our physical and mental health	To know that technology and digital use can have negative effects on overall wellbeing (inactivity, balancing time online, online abuse)
10	Keeping Safe!	To identify and describe many common shared rules in their environments and why they are important	To understand fire safety procedures and actions to take at school, home and the wider community
11	Better Wellbeing	To know ways to recognise when they are feeling physically or emotionally unwell (weight-loss, changes to their body or feelings)	To identify who they can contact within school with any concerns regarding their wellbeing
12	Our Immune System	To understand the role of our immune system in relation to germs and diseases	To know and review some simple facts about immunity, germs and medicines (supplementary assessment objective)

muse Year 3 Lesson Planner: Understanding Relationships
wellbeing

		Main Learning Objective	Sub Learning Objective
13	Diverse Family Units	To recognise and respect that other children may have different types of family units	
14	Family, Support and Care	To identify how families can support and care for each other in positive ways	To know that it is important to spend time together with family members and share experiences
15	Real Relationships!	To identify that there are other types of relationships outside of family (friends, boyfriends/girlfriends, teachers)	
16	What Makes a Great Friend?	To know that positive friendships can have a meaningful impact on their wellbeing	To identify the characteristics of positive friendships (respect, trust, kindness, generosity)
17	Positive Impressions	To know ways in which to choose and build new friendships that will have a positive effect on their wellbeing	To identify when a friendship is not improving their overall wellbeing
18	Respect at Its Best	To understand the importance of using language with courtesy and respect when speaking to others	
19	Self-Worth + Self-Esteem	To respect themselves and have an understanding of self-worth and self-esteem	
20	Be an Upstander	To identify different forms of bullying and strategies for dealing with them	
21	My Digital Identity	To understand the term "Digital Identity" and how it applies to themselves and others	To understand that not all information found on the internet is true
22	Giving Credit	To know when and how to give credit for work and content found online	
23	Peer Pressure	To identify situations where they feel "peer pressure" and evaluate the safety of an activity or action	To know who to contact in school when worried about their own or others' safety
24	Dealing with Difficulties	To know strategies for dealing with hurtful behaviour to themselves or others	To understand what kinds of physical contact are safe and appropriate and how to respond

muse Year 3 Lesson Planner: The World Around Us
wellbeing

		Main Learning Objective	Sub Learning Objective
25	Pollution Problems	To enquire and research into events and topics affecting people and our world both locally and globally	
26	Global Issues	To respect and empathise with other people's lives and situations in different global settings	To identify current local and global problems affecting areas and people and share their opinions
27	Rules and Laws	To recognise rules and regulations that affect laws around them	
28	Responsibilities	To know that each person (including themselves) has responsibilities to support others around them	To recognise that they can affect people's lives through their own actions
29	Diversity and Britain	To identify the different groups of people that make up their local community	To recognise the benefits of a diverse community and how it can positively affect communities
30	Religion and Beliefs	To understand there are a range of personal and religious beliefs both locally and globally	
31	Community Support Groups	To make an active commitment to helping and supporting others in their local community	
32	Jobs for the Community	To compare a range of types of employment and consider their uses in civic duty	
33	Keeping Money Safe	To identify simple ways they can look after money (bank accounts, piggy banks, other savings)	
34	My Opinions	To share and explain their views on experiences and topics with reasoning (including their own beliefs and spirituality)	To identify the morality between "right" or "wrong" actions and consider the effects of each on others
35	STAR Goals	To set goals and targets whilst tracking their own progress	To display enthusiasm and excitement in their own learning
36	Yearly Review	To reflect on personal growth and learning and consider steps to continuing development	

Year 4

muse **Year 4 Lesson Planner: Health and Wellbeing**

		Main Learning Objective	Sub Learning Objective
1	Wellbeing Champions	To identify and share activities that can support their mental health	To understand that mental health (like physical health) can be exercised and improved
2	Navigating Mental Health	To understand that people can become mentally ill just like a physical illness	To know when to ask for support from adults when feeling worried about their mental health
3	Habits: Good and Bad!	To understand the term "habits" and how they can affect our mental wellbeing (positives and negatives)	To know that common drug use (caffeine, cigarettes/vaping, alcohol) can negatively affect our health
4	Making Healthy Choices	To identify choices in daily life and common situations that can lead to physical wellbeing	To understand the characteristics of physical wellbeing
5	Express Yourself	To understand it is important to express their feelings, emotions, worries and thoughts	To know that positive mental health does not mean always being "happy"
6	Eating for Health	To understand the impact of poor diets on our physical and mental wellbeing	To recognise the elements of a healthy, balanced diet and make informed decisions on choosing foods
7	Physically Well!	To recognise when they are feeling physically unwell and identify strategies to solve this (speak to an adult, diet choices, exercise)	To know when and how to seek support when concerned over their physical wellbeing
8	Diversity, Ethnicity and Heritage	To identify and celebrate the numerous ethnicities both globally and within their own community	To understand that many people will have different physical abilities and needs; both in school and the wider community
9	Physical and Mental Growth	To know that all people change emotionally and physically as they grow older	To consider ways in which people physically change as they grow older (including puberty)
10	Super Strength Passwords	To understand how to make a strong password and ways it can help keep us safe when online	
11	Internet Age Restrictions	To understand why many aspects of the internet are age restricted (social media, online gaming, websites)	To identify when they interact with media they feel is inappropriate and how to speak to an adult
12	Cuts, Burns and Nosebleeds	To understand how to treat basic injuries (small cuts, minor burns and nosebleeds)	To know how to predict and evaluate risks in unfamiliar situations or environments

muse **Year 4 Lesson Planner: Understanding Relationships**

		Main Learning Objective	Sub Learning Objective
13	Quality Time!	To know that it is important to spend time together with family members and share experiences	To identify how families can support and care for each other in positive ways
14	Love is All Around Us	To know that adults and some younger people often form romantic and caring relationships (from a range of genders, ethnicities or cultures)	To identify that there are other types of relationships outside of family (friends, boyfriends/girlfriends, teachers)
15	Safeguarding Leaders	To understand the meaning of safeguarding and its importance in their many shared communities	To know how to speak to an adult within school if they have any concerns regarding their family or home life
16	Friendships: The Ups and Downs	To recognise that friendships will have ups and downs and strategies to manage conflict	To identify the characteristics of positive friendships (respect, trust, kindness, generosity)
17	Friends: Old and New	To understand that friendships change and develop over time	To identify when a friendship is not improving their overall wellbeing
18	No "I" in Team!	To adapt their roles when working in groups or teams in order to achieve a shared goal	
19	Understanding Consent	To know the importance of asking and seeking permission in relationships of all kinds	
20	Positivity and Respect	To recognise behaviour in their communities that is disrespectful and ways to act positively about this	To listen and speak to people with respect from a range of backgrounds and with different feelings and ideas
21	Our Digital Footprint	To know how their "Digital Footprint" is created and the effects it can have on their wellbeing and reputation	To understand the term "Digital Identity" and how it applies to themselves and others
22	Online Communication	To recognise positive ways to communicate online (including use of images and emojis)	
23	Responding Safely	To understand how to respond safely to unfamiliar adults in a range of environments and settings	To know who to contact in school when worried about their own or others' safety
24	Pressure and Control	To understand how to act safely towards controlling behaviours such as manipulation, coercion, peer pressure and blackmail	To identify and report feelings of being unsafe including with regard to adults in their shared communities and school

muse **Year 4 Lesson Planner: The World Around Us**
wellbeing

		Main Learning Objective	Sub Learning Objective
25	Human Rights	To understand the basic human rights that everyone is entitled to around the world	To respect and empathise with other people's lives and situations in different global settings
26	A Global Citizen	To recognise that different areas of our world enjoy varying levels of social, personal and economic benefits	To know that each person (including themselves) has responsibilities to support others around them
27	Pandemic, Epidemic or Endemic?	To understand the impacts and meaning of epidemic, pandemic and endemic diseases	
28	Plastic Pollution	To consider the effects of environmental issues both locally and globally	To enquire and research into events and topics affecting people and our world both locally and globally
29	Stereotypes	To understand what stereotypes are and how they can cause conflict	To recognise the benefits of a diverse community and how it can positively affect communities
30	British Values	To recognise the shared values that are used to build and grow strong communities	To identify the different groups of people that make up their local community
31	Money and Its Uses	To understand the role of money in everyday life and different ways it can be used	
32	Brilliant Budgets	To think critically about the value of buying things with money and understand its worth	
33	My Way	To show confidence in approaching activities in their own style and using their strategies	To display enthusiasm and excitement in their own learning
34	Social Issues	To positively interact with a range of people of varying backgrounds and personalities in their local environments	
35	Responsible Risks	To take responsible risks in trying new activities and approaching new learning	
36	Reflect and Review	To reflect on personal growth and learning and consider steps to continuing development	

Year 5

muse **Year 5 Lesson Planner: Health and Wellbeing**
wellbeing

		Main Learning Objective	Sub Learning Objective
1	5 Ways to Wellbeing	To take positive steps in the ongoing maintenance of mental wellbeing (hobbies, healthcare, support)	To recognise that their emotions will change in intensity and scale regarding an experience over time
2	Let's Check In	To understand that mental ill health is common and can affect all people	To recognise how their own actions can lead to a better overall mental wellbeing
3	Loss and Grief	To consider how change and loss can affect our mental health and ways to help themselves and others during these situations	To understand the effects of loss and grief and strategies to cope with these experiences and bereavement
4	In Balance	To explain the key characteristics of a balanced and healthy lifestyle	To recognise what positively and negatively affects our physical wellbeing
5	Active Vs. Inactive	To identify the risks associated with an inactive lifestyle (obesity, sleep issues, illness)	To know when and how to seek support when feeling concerned about their physical wellbeing
6	Knowing Nutrition	To know the effects of a range of food types and food groups on our physical health	To understand how to plan and prepare for eating a healthy, well balanced diet
7	Drugs and Their Effects	To understand the risks and effects of common drugs, alcohol and smoking	To use personal choice in selecting activities to minimise risky situations
8	Gender Roles	To understand that some people describe themselves using a range of gender identities	To recognise their own individual characteristics and positive qualities
9	All About Puberty	To understand the major stages of puberty and its effects (both emotionally and physically; including wet dreams, erections and menstruation)	To identify a range of hygienic routines specifically for when experiencing the natural process of puberty
10	Screen Time	To know that their use of technology and the internet can impact their physical and mental wellbeing	To apply "media balance" to their interactions with technology and the internet
11	Personal Choice	To know the difference in meaning between "risk", "danger" and "hazard"	To use personal choice in selecting activities to minimise risky situations
12	Emergency Services	To know how to react to an emergency situation or accident in the most appropriate and safe way	

muse Year 5 Lesson Planner: Understanding Relationships

		Main Learning Objective	Sub Learning Objective
13	Families of All Shapes and Sizes	To know there are many different types of family units (single parents, foster parents, step parents, blended families, same-sex parents)	
14	Commitments	To understand that adults often make lifelong commitments to each other through marriage, civil partnerships or in other ways	
15	Global Families	To know that family units may look and behave differently in other parts of the world	To respect that families of all types and structures can offer love, support and care
16	Healthy Friendships	To recognise that offering support is key to developing healthy friendships	To know that friendships can change in strength and intensity as time goes on
17	Boundaries	To recognise when a friendship is making them feel uncomfortable and strategies for dealing with this	To know that sometimes they must say "no" to friends when they feel uncomfortable
18	Self-Respect	To understand the importance of self-respect and how this affects our wellbeing	
19	Empathy and Us	To understand many children and adults have different social, emotional or physical needs from their own	To know that they should expect to be treated in the same manner that they treat others
20	Peer Mentoring	To model positive behaviour for other members of their local communities (including school)	
21	Online Interactions	To know ways to stop harmful communication when interacting online (through games, streaming platforms)	To know how to be safe when forming digital friendships
22	Cyberbullying	To understand what cyberbullying is and how they can stop it	
23	Trust	To know that sometimes they may need to break trust in keeping a secret to protect themselves and others	To recognise when others around them may be unsafe and how to report this
24	How We Act and Behave	To understand how to act and behave when feeling uncomfortable around other people (including friends, family and strangers)	To understand how and where to get support when having any concerns about their own or others' relationships

muse Year 5 Lesson Planner: The World Around Us

		Main Learning Objective	Sub Learning Objective
25	Rules	To understand common, shared rules and why they are important to follow for everyone in their community and the UK	
26	Democracy	To understand the characteristics of a democracy and its impact on people living within this system	
27	Environmental Issues	To know different environmental crises affecting our global community today	To consider the problems caused by environmental issues and give possible solutions
28	Global and Local Events	To understand a range of global and local events and the impact they can have	
29	Economies Around the World	To understand that many areas of our world have different economic resources and the challenges this can bring	To understand stereotypes within the workplace and how it can affect people's future employment choices
30	Community Service	To recognise the role of voluntary and community service both locally and globally	To begin participating in and supporting the development of their school environment
31	Amazing Festivals	To understand and celebrate the many diverse members of their local community	To recognise the impact of anti-social behaviours and prejudice within their communities
32	Sustainable Development Goals	To recognise that many countries and people around the world have a variety of challenges and needs	To show empathy when considering a person's needs, feelings or ideas that are different to their own
33	A Game of Life	To identify ways to budget and why this is important	
34	The Big Debates	To share thoughts and opinions on shared social and moral dilemmas with reasoning	To reflect positively on feedback to improve their next projects and learning experiences
35	Team Winners	To recognise the different types of skills needed to be successful within a variety of workplaces (teamwork, communication)	
36	Reflection	To consider their strengths, weaknesses and personal growth made during primary school	

Year 6

muse **Year 6 Lesson Planner: Health and Wellbeing**
wellbeing

		Main Learning Objective	Sub Learning Objective
1	Coping and Self-Care	To display a range of strategies to cope with their emotions, especially regarding personal change and transition	To recognise that their emotions will change in intensity and scale regarding an experience over time
2	We Are Resilient!	To take positive steps in the ongoing maintenance of mental wellbeing (hobbies, healthcare, support)	To know that people will experience a different range of emotions regarding the same experiences
3	Powerful Positive Thinkers	To judge if their own emotions and feelings are appropriate to the environment and situation and adjust if required	To identify when they have concerns regarding their own or others' mental health and speak to a trusted adult
4	Fit as a Fiddle!	To identify and participate in a range of activities as regular healthy exercise	To understand how to plan and prepare for eating a healthy, well balanced diet
5	Our Reproductive Anatomy	To identify the main reproductive organs of males and females	
6	Reproduction and Life Cycles	To understand the reproductive process and its place in the human life cycle	To identify the main reproductive organs of males and females
7	Self-Care and Hygiene	To understand the many self-care routines for personal hygiene and reducing risks of bacteria and viruses (especially around puberty)	To know when and how to seek support when feeling concerned about their physical wellbeing
8	Consent, Respect and FGM	To know that FGM is against the law in the UK and how to keep themselves and others safe	To understand the meaning of consent (touch, contact, respect of others)
9	Be Drug Free	To know how different substances (smoking, alcohol and common drugs) can affect and damage their bodies and mental health and the laws surrounding them	
10	Vaccines and Medicines	To identify the role of medicines and vaccines in the local and global spread of disease and illnesses	
11	Time on Technology	To understand the risks associated with addiction to technology and the internet	To know that they should keep private information away from their online use
12	Addictive Behaviours	To understand forms of addictive behaviours and how to improve our own actions	To use personal choice in selecting activities to minimise risky situations

muse **Year 6 Lesson Planner: Understanding Relationships**
wellbeing

		Main Learning Objective	Sub Learning Objective
13	Families	To respect that families of all types and structures can offer love, support and care	To know there are many different types of family units (single parents, foster parents, step parents, blended families, same-sex parents)
14	Commitments	To understand that sometimes adults in a relationship may form part of a family unit whilst living together or living separately	To understand that adults often make lifelong commitments to each other through marriage, civil partnerships or in other ways
15	Ups and Downs	To understand that families have ups and downs and strategies to use to navigate family conflict	To identify the characteristics of positive family life and know when to speak to an adult if they have any concerns
16	Saying 'No' to Friends	To know that sometimes they must say "no" to friends when they feel uncomfortable	To know that friendships can change in strength and intensity as time goes on
17	Transition and Moving Up!	Note: This lesson does not include specific mapped learning outcomes. The session is intended for transition focused preparation, giving pupils structured time to discuss, plan and prepare for their move to secondary school.	
18	My Values	To model positive behaviours for other members of their local communities (including school)	
19	Think Before You Judge	To recognise how stereotypes and prejudices can be unfair and harmful	To know that they should expect to be treated in the same manner that they treat others
20	Marriage, Partnerships and British Law	To understand that forcing anyone to marry against their will is a crime and against British law	
21	Positive Body Image	To recognise how the internet, media and marketing can influence our own body image	
22	Smarter Social Media	To understand the different uses, benefits and risks associated with social media use	To know how to be safe when forming digital friendships
23	What is Consent?	To understand the meaning of consent and when and how to give it	To understand how and where to get support when having any concerns about their own or others' relationships
24	Positive Assertive Behaviour	To learn assertive behaviours and language to use when in challenging situations	To recognise when others around them may be unsafe and how to report this

muse **Year 6 Lesson Planner: The World Around Us**
wellbeing

		Main Learning Objective	Sub Learning Objective
25	Human Rights and Global Leaders	To understand the main principles of the Universal Declaration of Human Rights and how this affects them and their communities	
26	Politics and Governments	To identify common aspects of British and international government and laws and their effects on people's lives	To understand common, shared rules and why they are important to follow for everyone in their community and the UK
27	Migration, Immigration and Refugees	To understand the meaning of refugees and some reasons for migration	To understand a range of global and local events and the impact they can have
28	Great Pacific Garbage Patch	To consider the problems caused by environmental issues and give possible solutions	To know different environmental crises affecting our global community today
29	Fake News	To recognise some media providers often report news in different ways with different narratives	
30	Globalisation and Trade	To understand the role of trade between countries and the impacts of globalisation	
31	Global Conflicts and War	To understand some of the causes of global conflicts and varying impacts of war	
32	Anti-Social Behaviours	To recognise the impact of anti-social behaviours and prejudice within their communities	To understand and celebrate the many diverse members of their local community
33	The Route to My Career	To consider the varying routes to different kinds of employment and job types (vocational training, college, university)	
34	Positive Role Models	To find positive role models in their local and wider communities	
35	Community Commitments	To support and care for people in their community who are more vulnerable than themselves	To show empathy when considering a person's needs, feelings or ideas that are different to their own
36	Final Reflections	To consider their strengths, weaknesses and personal growth made during primary school	

The following pages show the outline of the scheme of work for Year 7 and Year 8 that we follow from the PSHE association.

Year 7

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation PoS refs: L15, L16, L17, L18, L19, L21, L27	<ul style="list-style-type: none"> about financial choices including saving, spending and budgeting about attitudes and values in relation to finance, including debt and pay day loans how to manage influences over financial decisions how to manage emotions in relation to finance to recognise risk and financial exploitation and access help and advice
Autumn 2	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services PoS refs: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34	<ul style="list-style-type: none"> how to manage influences on healthy lifestyle choices including diet and physical activity about the link between sleep and wellbeing how to maintain healthy sleep habits how to balance time between school work, leisure, exercise and time spent outdoors and online how to manage influences on, and maintain, good oral hygiene and dental health strategies to manage stress, puberty and the physical and mental changes that are a part of growing up how to access health services
Spring 1	Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use PoS refs: H5, H23, H24, H25, H26, H27, H28, H29	<ul style="list-style-type: none"> about substance use and misuse, including laws relating to this about the effects of alcohol, tobacco, nicotine and e-cigarettes about attitudes and social norms regarding substances about dependence, including the over-consumption of caffeine-based energy drinks how to safely use over the counter and prescription medications how to manage peer influence in relation to substance use

	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> • effective communication strategies and consent in intimate situations • the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage • about contraception, its role in preventing pregnancy and sexually transmitted infections • how condoms and the pill are used safely • about the HPV vaccination programme • about FGM and forced marriage, and how to access help and support
Spring 2	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> • how to manage personal safety, including when out, travelling, at home and online • how to respond in an emergency situation • how to perform basic first aid, including CPR • when and how to safely use defibrillators
Summer 1	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> • about attitudes to mental health and how to challenge stigma and misconceptions • ways to promote and maintain emotional wellbeing • how to build resilience and reframe disappointments and setbacks • about the impact of social media on mental health and emotional wellbeing • strategies to develop digital resilience • managing influences, including the media, on body image • about unhealthy coping strategies, including self-harm and eating disorders • about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety • why, when and how to access support for themselves or others
Summer 2	<p>Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS refs: R22, L2, L3, L6, L7, L9,</p>	<ul style="list-style-type: none"> • how to review personal strengths and targets • how to identify opportunities to develop strengths and skills • how to set realistic yet ambitious goals for the future • about options available in senior school or key stage 4 • how to manage change and transition, including feelings

Year 8

YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence PoS refs: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24	<ul style="list-style-type: none"> • how to identify their life and career aspirations • how to identify personal strengths and skills for employment • how to challenge stereotypes and expectations that limit aspirations • about routes into different careers • how to evaluate progression routes • about how a person's online presence can affect employability • how to manage online presence including on social networking sites • how to manage emotions in relation to future employment
Autumn 2	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46	<ul style="list-style-type: none"> • how to manage group friendships • how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour • how to manage personal safety in social situations • how to access support and advice in relation to friendship and peer influence issues • about why young people may join gangs and the consequences of gang behaviour • how to access support in relation to gangs • exit strategies for pressurised situations
Spring 1	Relationships: Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health	<ul style="list-style-type: none"> • about relationship norms and expectations • about forming new partnerships and developing relationships • the impact of stereotypes on expectations of gender roles, behaviour and intimacy • about gender identity and sexual orientation • to recognise levels of intimacy, including readiness for sex • about the choice to delay sex and the right to enjoy intimacy without sex

	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> • effective communication strategies and consent in intimate situations • the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage • about contraception, its role in preventing pregnancy and sexually transmitted infections • how condoms and the pill are used safely • about the HPV vaccination programme • about FGM and forced marriage, and how to access help and support
Spring 2	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> • how to manage personal safety, including when out, travelling, at home and online • how to respond in an emergency situation • how to perform basic first aid, including CPR • when and how to safely use defibrillators
Summer 1	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> • about attitudes to mental health and how to challenge stigma and misconceptions • ways to promote and maintain emotional wellbeing • how to build resilience and reframe disappointments and setbacks • about the impact of social media on mental health and emotional wellbeing • strategies to develop digital resilience • managing influences, including the media, on body image • about unhealthy coping strategies, including self-harm and eating disorders • about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety • why, when and how to access support for themselves or others
Summer 2	<p>Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS refs: R22, L2, L3, L6, L7, L9,</p>	<ul style="list-style-type: none"> • how to review personal strengths and targets • how to identify opportunities to develop strengths and skills • how to set realistic yet ambitious goals for the future • about options available in senior school or key stage 4 • how to manage change and transition, including feelings