

PSHE EDUCATION including Health, Relationships and Sex Education: LONG-TERM OVERVIEW

PRE-PREP AND PREP SCHOOL

| | | |
|---------------|---------------------------|----------------------|
| Relationships | Living in the Wider World | Health and Wellbeing |
|---------------|---------------------------|----------------------|

| | AUTUMN | | | SPRING | | | SUMMER | | |
|------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Y 1 | <i>TEAM</i> Families and friendships Roles of different people; families; feeling cared for | <i>THINK POSITIVE</i> Growing and changing Recognising what makes them special; feelings; managing when things go wrong | <i>DIVERSE BRITAIN</i> Money and Work Strengths and interests; jobs in the community Belonging to a community What rules are; caring for others; looking after the environment | <i>BE YOURSELF</i> Respecting ourselves and others How behaviour affects others; being polite and respectful | <i>IT'S MY BODY</i> Physical health and mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety | <i>IT'S MY BODY</i> Safe relationships Recognising privacy; staying safe; seeking permission | <i>AIMING HIGH</i> Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong | <i>AIMING HIGH</i> Money and work Strengths and interests; jobs in the community | |
| Y 2 | <i>VIPs</i> Families and friendships Making friends, feeling lonely and getting help | <i>SAFETY FIRST</i> Keeping Safe Safety in different environments; risk and safety at home; | <i>SAFETY FIRST</i> Safe relationships Managing secrets, resisting pressure and getting help; recognising hurtful | <i>ONE WORLD</i> Belonging to a community Belonging to a group; roles and responsibilities; being the same and | <i>DIGITAL WELLBEING</i> Media literacy and digital resilience The internet in everyday life; | <i>DIGITAL WELLBEING</i> Keeping Safe Safety in different environments | <i>MONEY MATTERS</i> Money and Work What money is; needs and wants; | <i>GROWING UP</i> Growing and Changing Growing older; naming body parts; | <i>GROWING UP</i> Safe Relationships Managing secrets, resisting pressure and |

| | | | | | | | | | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------|----------------------|--------------|
| | Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions | emergencies | behaviour | different in the community | online content and information | | looking after money | moving class or year | getting help |
| | AUTUMN | | | SPRING | | | SUMMER | | |
| Y 3 | <i>TEAM</i> Teamwork and responsibilities | <i>THINK POSITIVE</i> Taking responsibility for decisions and developing a growth mindset. | <i>DIVERSE BRITAIN</i> British people, rules, the law, liberty and what living in a democracy means | <i>BE YOURSELF</i> Having confidence, how to express thoughts and feelings respectfully, the influence of the media and learning from mistakes. | <i>IT'S MY BODY</i> Making safe choices about their bodies, sleep, exercise, diet, cleanliness and substances | <i>AIMING HIGH</i> Goals and aspirations | | | |
| Y 4 | <i>VIPs</i> Friendships, disputes and bullying | <i>SAFETY FIRST</i> Peer pressure, risks, hazards and dangers | <i>ONE WORLD</i> Inequality, stereotypes and how to make the world a fairer place | <i>DIGITAL WELLBEING</i> What we use the internet for and the benefits and risks of online activities. | <i>MONEY MATTERS</i> Where money comes from and how it can be used | <i>GROWING UP</i> How we grow and change, both physically and emotionally | | | |
| Y 5 | <i>TEAM</i> How to disagree | <i>THINK POSITIVE</i> Exploring the links between | <i>DIVERSE BRITAIN</i> Making positive | <i>BE YOURSELF</i> Being proud of | <i>IT'S MY BODY</i> Consent, autonomy, | <i>AIMING HIGH</i> Achievements, | | | |

| | | | | | | |
|------------|------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| | respectfully and communicate effectively | thoughts, feelings and emotions | contributions to community | individuality; recognising peer pressure | body image and stereotypes | aspirations and opportunities |
| Y 6 | VIPs Kindness, respect, conflicts and resolutions | <i>SAFETY FIRST</i> Emergencies, safe use of roads, railways, water and fireworks | <i>ONE WORLD</i> Responsibility for the environment and living things throughout the world | <i>DIGITAL WELLBEING</i> Online relationships, social media and fake news | <i>MONEY MATTERS</i> Financial risks and being a critical consumer | <i>GROWING UP</i> Different types of relationships, positive body image and stereotypes |

SENIOR SCHOOL PSHE EDUCATION: LONG-TERM OVERVIEW

Senior School Years 7-11

| | Autumn 1 Health & wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Health & wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Year 7 | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations | Diversity Diversity, prejudice, and bullying | Health and puberty Healthy routines, influences on health, puberty, unwanted contact. | Building relationships Self-worth, romance and friendships (including online) and relationship boundaries | Financial decision making Saving, borrowing, budgeting and making financial choices |

| | | | | | | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p>Year 8</p> | <p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use</p> | <p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> | <p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> | <p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> | <p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> | <p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> |
| <p>Year 9</p> | <p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> | <p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> | <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> | <p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> | <p>Employability skills</p> <p>Employability and online presence</p> |

| | | | | | | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>Year 10</p> | <p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Cancer talks.</p> | <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> | <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. FGM</p> | <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> | <p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p> | <p>Work experience Preparation for and evaluation of work experience and readiness for work</p> |
| <p>Year 11</p> | <p>Building for the future Self-efficacy, stress management, and future opportunities</p> | <p>Next steps Application processes, and skills for further education, employment and career progression</p> | <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> | <p>Independence Responsible health choices, and safety in independent contexts</p> | <p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> | |

Further information

- The resources used for teaching these sections are available on the Duke of Kent School Google Drive.
- The School Nurse, PSHE co-ordinator and Deputy Head are all available to lead PSHE sessions or to support teachers in their work in this area.