

PSHE Education Policy

All Semley CE VA School policies apply to year R to 6 inclusively or Semley CE VA School Staff	
Name of Policy	PSHE including RSE
Agreed by the Governing Body	Janaury 2026
Policy published (including on website)	Janaury 2026
Latest revision	January 2026
Next review (date)	Janaury 2027

Name of school: Semley CE VA Primary School

Date of policy: January 2026

Members of staff responsible for PSHE Education: Helen Rumney (PSHE lead) Rosie Miles (Computing and online safety lead)

Line Manager (Member of SLT): Abi Carlyle-Clarke (Head teacher)

Review date: January 2027

1. How this Policy was developed

This policy was written by Abi Carlyle-Clarke and developed in consultation with Helen Rumney, teachers and other school staff, governors and the pupils at Semley Ce VA Primary School We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools.

We at Semley CE VA Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Semley CE VA Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Helen Rumney, works in conjunction with teaching staff in each year group (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should use 'Semley's PSHE CDP Suggestions Information' document and/or discuss with the subject lead their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons are to be 1 hour per week, either as an hour or two half hour sessions. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

¹ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning> N.B. updated at the end of the academic year 2025-26 for new DfE guidelines.

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study².

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. Children also have SCARF PSHE weekly lessons.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

² Relationships and Sex Education can also be found within National Curriculum Science

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y5 and Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher as timetabled in the rolling 2-year program, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including an anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via the class teacher, support staff, head teacher and in some cases the ELSA. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at Semley CE VA Primary School:

1) SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans. This is for KS1 and KS2, EYFS follow separate assessment.

2) SCARF Success

At the end of a unit, teachers consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

3) Wearing my SCARF: Reflections on learning

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

7. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Target Plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%³ of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

8. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

³ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

9. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should further information about PSHE education be required, please contact the PSHE education lead Helen Rumney via the school office.

10. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with teachers and other school staff, governors and pupils.

11. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following Semley policies:

- Safeguarding / Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy – within behaviour policy
- Equality, diversity and inclusion policy
- Online Safety Policy
- DfE 'Keeping children safe in education' ([2025](#))

Useful resources

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

Assessment in PSHE education recorded webinar - <https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

Working with parents and carers - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

SCARF training - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Appendix

Semley PSHE LTP Years A & B

Wrens - EYFS – Year A and Year B							
Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
AUTUMN 1 Me and My Relationships	All about me	What makes me special	Me and my special people	Who can help me?	My feelings	My feelings (2)	Assessment
AUTUMN 2 Valuing Difference	I'm special, you're special	Same and different	Same and different families	Same and different homes	I am caring	I am a friend	Assessment
SPRING 1 Keeping Safe	What's safe to go onto my body	Keeping Myself Safe - What's safe to go into my body (including medicines)	Safe indoors and outdoors	Listening to my feelings	Keeping safe online	People who help to keep me safe	Assessment
SPRING 2 Rights and Respect	Looking after my special people	Looking after my friends	Being helpful at home and caring for our classroom	Caring for our world	Looking after money (1): recognising, spending, using	Looking after money (2): saving money and keeping it safe	Assessment
SUMMER 1 Being my Best	Bouncing back when things go wrong	Yes, I can!	Healthy eating	My Healthy Mind	Move your body	A good night's sleep	Assessment
SUMMER 1 Being my Best	Seasons	Life stages - plants, animals, humans	Life Stages: Human life stage - who will I be?	Where do babies come from?	Getting bigger	Me and my body - girls and boys	Assessment

N.B - Keeping safe online lesson – covered in ICT

Semley PSHE LTP Years A & B - Robins

Robins – Year A (follow year 1 lessons) – Green covered in FS

Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) Why we have classroom rules	How are you listening?	Thinking about feelings	Our feelings	Feelings and bodies	1) Good friends 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) Same or Different	Unkind, tease or bully?	Harold's school rules	It's not fair	Who are our special people?	1) Our special people balloons 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Super Sleep	Who can help (1)?	Good or bad touches	Sharing pictures	What could Harold do?	1) Harold loses Geoffrey 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) Harold has a bad day	Around and about the school	Taking care of money	Harold's money	How should we look after our money	1) Basic first aid 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) I can eat a rainbow	Eat well	Harold's wash and brush up	Catch it! Bin it! Kill it!	Harold learns to ride his bike	1) Pass on the praise 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) Healthy me	Then and now	Taking care of a baby	Who can help (2)?	Surprises and secrets	1) Keeping parts private 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov. Green is covered in Forest School .

Robins – Year B (follow year 2 lessons)

Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) Our ideal classroom	How are you feeling today?	Let's all be happy!	Being a good friend	Types of bullying	1) Don't do that! 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) What makes us who we are?	My special people	How do we make others feel?	When someone is feeling left out	An act of kindness	1) Solve the problem 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Harold's picnic	How safe would you feel?	What should Harold say?	I don't like that!	Fun or not?	1) Should I tell? 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) Getting on with others	When I feel like erupting	Feeling safe	Playing games	Harold saves for something special	1) How can we look after out environment 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) You can do it!	My day	Harold's postcard – helping us stay clean and healthy	Harold's bathroom	What does my body do?	1) Basic first aid 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) A helping hand	Sam moves away	Haven't you grown!	My body, your body	Respecting privacy	1) Some secrets should never be kept 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Semley PSHE LTP Years A & B - Doves

Doves – Year A (follow year 3 lessons)

Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) As a rule	Looking after our special people	How can we solve this problem?	Friend are special	Thunks	1) Dan's Dare 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) Respect and challenge	Family and friends	My community	Our friends and neighbours	Let's celebrate out differences	1) Zeb 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Safe or unsafe	Danger or risk?	The risk robot	Super searcher	Help or harm	1) Alcohol and cigarettes 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) Helping each other stay safe	Recount task	Our helpful volunteers	Can Harold afford it?	Earning money	1) Harold's environment project 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) Derek cooks dinner	Poorly Harold	Body team work	For or against	I am fantastic	1) Top talents 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) Relationship tree	Body space	None of your business!	My changing body	Basic first aid	1) 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Doves – Year B (follow year 2 lessons)

Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) Our ideal classroom	How are you feeling today?	Let's all be happy!	Being a good friend	Types of bullying	1) Don't do that! 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) What makes us who we are?	My special people	How do we make others feel?	When someone is feeling left out	An act of kindness	1) Solve the problem 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Harold's picnic	How safe would you feel?	What should Harold say?	I don't like that!	Fun or not?	1) Should I tell? 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) Getting on with others	When I feel like erupting	Feeling safe	Playing games	Harold saves for something special	1) How can we look after out environment 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) You can do it!	My day	Harold's postcard – helping us stay clean and healthy	Harold's bathroom	What does my body do?	1) Basic first aid 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) A helping hand	Sam moves away	Haven't you grown!	My body, your body	Respecting privacy	1) Some secrets should never be kept 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Semley PSHE LTP Years A & B - Owls

Owls – Year A (follow year 4 lessons)						
Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 <i>Me and My Relationships</i>	1) Pre-assessment 2) Human machines	Ok or not? (part 1)	Ok or not? (part 2)	An email from Harold!	Different feelings	1) Under pressure 2) Post-assessment
AUTUMN 2 <i>Valuing Difference</i>	1) Pre-assessment 2) Can you sort it?	What should I do?	The people we share our world with	That is such a stereotype!	Friend or acquaintance	1) Islands 2) Post-assessment
SPRING 1 <i>Keeping Safe</i>	1) Pre-assessment 2) Danger, risk or hazard?	How dare you!	Keeping ourselves safe	Raisin challenge (2)	Picture wise	1) Medicines: check the label 2) Post-assessment
SPRING 2 <i>Rights and Respect</i>	1) Pre-assessment 2) Who helps us safe healthy and safe?	It's your right	How do we make a difference?	In the news!	Safety in numbers	1) Why pay taxes 2) Post-assessment
SUMMER 1 <i>Being my Best</i>	1) Pre-assessment 2) What makes me ME!	Making choices	SCARF hotel	Harold's Seven Rs	My school community (1)	1) Basic first aid 2) Post-assessment
SUMMER 2 <i>Growing & Changing</i>	1) Pre-assessment 2) Moving house	My feelings are all over the place!	All change!	Preparing for changing at puberty	Secret or surprise!	1) Together 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Owls – Year B (follow year 5 lessons)						
Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 <i>Me and My Relationships</i>	1) Pre-assessment 2) Collaboration Challenge!	Give and take	How good a friend are you?	Relationship cake recipe	Our emotional needs	1) Being assertive 2) Post-assessment
AUTUMN 2 <i>Valuing Difference</i>	1) Pre-assessment 2) Qualities of friendship	Kind conversations	Happy being me	The land of the Red People	Is it true?	1) Stop, start, stereotypes 2) Post-assessment
SPRING 1 <i>Keeping Safe</i>	1) Pre-assessment 2) Stop bullying	Play, like, share 1	Decision dilemmas	Ella' diary dilemma	Vaping: healthy or unhealthy	1) Would you risk it? 2) Post-assessment
SPRING 2 <i>Rights and Respect</i>	1) Pre-assessment 2) What's the story	Fact or opinion?	Mo makes a difference	Rights, respect and duties	Spending wisely	1) Lend us a fiver 2) Post-assessment
SUMMER 1 <i>Being my Best</i>	1) Pre-assessment 2) It all adds up!	Different skills	My school community (2)	Independent and responsibility	Sta qualities?	1) First aid, including Sepsis Awareness 2) Post-assessment
SUMMER 2 <i>Growing & Changing</i>	1) Pre-assessment 2) How are they feeling?	Taking notice of our feelings	Dear Ash	Growing up and changing bodies	Changing bodies and feelings	1) Help! I am a teenager – get me out of here! 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Semley PSHE LTP Years A & B - Kites

Kites – Year A (follow year 6 lessons)						
Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) Working together	Solve the friendship problem	Behave your self	Assertiveness skills	Don't force me	1) Acting appropriately 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) Ok to be different	We have more in common than not	Respecting differences	Tolerance and respect for others	Advertising friendships!	1) Boys will be boys? 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Think before you click	To share or not to share?	Rat Park	What sort of drug is...?	Drugs: it's the law!	1) Alcohol: what is normal? 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) Two sides to every story	Fakebook friends	What's it worth?	Happy shoppers – caring for the environment	Democracy in Britain (1)	1) Democracy in Britain 2 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) This will be your life!	Our recommendations	What's the risk? (1)	What's the risk? (2)	Basic first aid, including Sepsis Awareness	1) Five ways to Wellbeing project 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) I look great!	Media manipulation	Pressure online	Help or unhelpful? Managing change	Is this normal?	1) Making babies 2) What is HIV? (OPTIONAL) 3) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov

Kites – Year B (follow year 5 lessons)						
Termly theme	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
AUTUMN 1 Me and My Relationships	1) Pre-assessment 2) Collaboration Challenge!	Give and take	How good a friend are you?	Relationship cake recipe	Our emotional needs	1) Being assertive 2) Post-assessment
AUTUMN 2 Valuing Difference	1) Pre-assessment 2) Qualities of friendship	Kind conversations	Happy being me	The land of the Red People	Is it true?	1) Stop, start, stereotypes 2) Post-assessment
SPRING 1 Keeping Safe	1) Pre-assessment 2) Stop bullying	Play, like, share 1	Decision dilemmas	Ella' diary dilemma	Vaping: healthy or unhealthy	1) Would you risk it? 2) Post-assessment
SPRING 2 Rights and Respect	1) Pre-assessment 2) What's the story	Fact or opinion?	Mo makes a difference	Rights, respect and duties	Spending wisely	1) Lend us a fiver 2) Post-assessment
SUMMER 1 Being my Best	1) Pre-assessment 2) It all adds up!	Different skills	My school community (2)	Independent and responsibility	Sta qualities?	1) First aid, including Sepsis Awareness 2) Post-assessment
SUMMER 2 Growing & Changing	1) Pre-assessment 2) How are they feeling?	Taking notice of our feelings	Dear Ash	Growing up and changing bodies	Changing bodies and feelings	1) Help! I am a teenager – get me out of here! 2) Post-assessment

N.B – Safer Internet elements covered in ICT, Some anti-bullying objectives covered in Anti-bullying Week in Nov