

PSHE & RHE

Policy and Procedures

Avenue House School



Approved by: Governors & Headteacher

Review date: September 2026

Next review date: September 2027

1 Aims, Objectives and Statutory Requirements

At Avenue House School, we aim to provide a stimulating, high-quality learning experience within a safe and happy environment where all children are active participants in their own learning, developing skills and knowledge for today and tomorrow.

We strive to create a rich and balanced learning culture where all have access to a high-quality education which develops the individual academically, morally, spiritually, and culturally. We provide opportunities to enable children to develop skills to investigate, make sense of, and communicate with the world around them, to become responsible, healthy members of the community.

We use the EALING [PSHE scheme of work](#) (2025) as our main resource. PSHE enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In this way, we help develop their sense of self-worth. Every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability. We teach children what it means to be a positive member of a multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the School Council.

PSHE is central to our School's Catholic ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community. In line with [Keeping Children Safe in Education](#) (2026), staff are aware of their [Prevent duty](#). The programme also incorporates RHE(Relationships and Sex Education) as set out in the government's [statutory guidance](#).

PSHE and Citizenship is linked closely to other policies and procedures, which can be consulted for more information on the school website, including:

- Anti-Bullying
- Behaviour
- Child Protection & Safeguarding
- Online Safety
- Equal Opportunities
- Health and Safety
- Pastoral Care
- Religious Education

2 Teaching, Learning and Inclusion

Please refer to the [EALING PSHE Scheme of Work](#) (2025). Please refer to the PSHE Scheme of Work for full details on content, at the end of this document

Aim of the EALING PSHE scheme of work:

- To provide children with the knowledge, understanding, attitudes, values, and skills they need in order to reach their potential as individuals and within the community.
- To encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

EALING PSHE SoW is written as a universal core curriculum provision for all children which we use and supplement as required. Teachers will tailor each lesson to meet the needs of the children in their class.

The *Equality Act 2010* covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject children to discrimination. Schools have a duty under the *Equality Act* to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBTQ+). Inclusive RHE will foster good relations between children, tackle all types of prejudice – including homophobia – and promote understanding and respect.

2.1 Objectives/Child Learning Intentions:

The PSHE programme will support the development of the skills, attitudes, values and behaviour, which enable children to:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a moral code.
- Value themselves as unique human beings, capable of spiritual, moral, intellectual, and physical growth and development.
- Take her/his place in a wide range of roles in preparation for senior school and then adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society.
- Develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure.
- Learn to live and enjoy a healthy lifestyle.
- Develop an active role as a member of a family and of the community.
- Respect the law and encourage others to do so.
- Have a sense of purpose.
- Value self and others.
- Form positive relationships.
- Make and act on informed decisions.

- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Value their role as a contributing member of a democratic British society.
- Become healthy and fulfilled individuals.

Teaching and Learning Styles / The Learning Environment

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in circle time, discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship (e.g., charity fundraising) to help other individuals or groups less fortunate than themselves, helping at Open Days (Year 6). We organise the lessons in such a way that children can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year.

3 Organisation of the PSHE Programme

PSHE brings together emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The programme is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike. PSHE is given a high priority on the timetable to ensure the programme is established effectively.

Throughout the scheme of work, British Values and SMSC form an integral part of the lessons. ([Promoting fundamental British values is here](#)). Examples of such lessons include: School Council meetings, circle time games, rights of a child, democracy, voting and parliament, finances and economics, differences and diversity, including differences in families, global citizenship, migration, homelessness, water crisis, charity, opportunities for volunteering, gender stereotyping, online safety, critical thinking and safeguarding.

Children will learn how to keep themselves safe. Safeguarding topics include bullying, friendship, healthy relationships, being assertive, drugs and alcohol education, relationships and sex education, safety at home, safety in school, safety around water and fire, safety walking and cycling, critical thinking and online safety.

The scheme of work is relevant to children living in today's world as it helps them understand and be equipped to cope with issues. Every lesson contributes to at least one of these aspects of children's development. This is balanced across each year group.

Challenging Misogyny and Harmful Attitudes

The PSHE curriculum explicitly addresses the importance of respectful relationships and equality, both online and offline. Children are taught to recognise and challenge misogyny, gender stereotypes, and any attitudes or behaviours that undermine the dignity of women and girls.

Lessons help children to understand the impact of harmful language and behaviour, and to develop the confidence to speak out against discrimination or injustice. The programme reinforces the school's commitment to fostering a community where everyone is valued and respected.

Mental Health and Wellbeing

Supporting the mental health and wellbeing of our children is a core element of the PSHE curriculum. Children are taught practical strategies for maintaining good mental health, recognising and managing emotions, and supporting themselves and others through challenges.

The programme includes opportunities for children to discuss mental health openly, to develop resilience, and to learn how to access help when needed. Information about sources of support, both within school and from external organisations, is shared with children and families. Staff are trained to notice and respond to emerging mental health needs, and to signpost appropriate support.

Online Safety and Digital Literacy

The PSHE programme places a strong emphasis on online safety and digital literacy, reflecting the increasing importance of these skills for all children. In line with statutory guidance, children are taught how to recognise, respond to, and report harmful online content, including misinformation, manipulated media, and AI-generated content such as deepfakes. Lessons equip children with practical strategies for staying safe online, understanding digital consent, and managing their digital footprint.

Children are encouraged to think critically about information they encounter online and to seek support from trusted adults if they are concerned about anything they see or experience. Teachers will ensure that children understand how to report concerns about online abuse, cyberbullying, or suspicious content, both within school and through appropriate external channels.

4 Sensitive Issues, Safeguarding, Confidentiality and Child Protection

Teachers must be aware that disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned, although this is never guaranteed to the child depending on the nature of a disclosure. If a staff member believes that the child is at risk or in danger, she/he must discuss concerns with the Designated Safeguarding Lead and follow the school's safeguarding procedures. All staff members are familiar with the policy and know the identity of the Designated Safeguarding Leads. The child will be supported by the teacher throughout the process. As ever, staff will be clear with a child that

any issue that is potentially a safeguarding issue will not be treated confidentially and the reasons why.

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: RSE, terminal illnesses, pandemics, family lifestyles and values, physical and medical issues, financial issues, bullying (online and face to face) and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Safeguarding and Reporting Online Harms

All staff are trained to recognise the risks associated with online harms, including those arising from AI-generated content, online abuse, and harmful social media trends. Children are taught how to report any concerns relating to online safety, bullying, or harmful attitudes, and are reassured that they will be supported if they come forward.

The school's safeguarding procedures are regularly reviewed to ensure they reflect the latest statutory guidance and emerging risks. The Designated Safeguarding Lead is available to support children, families, and staff with any concerns relating to online safety or harmful attitudes.

5 Early Years Foundation Stage

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Statutory Framework for the Early Years Foundation Stage 2026

At Avenue House, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe early childhood is valid, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

We believe that within prime and specific areas of learning and development, PSHE is crucial for all aspects of life that will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of her/himself and respect for others.

6 Assessment

The scheme of work allows teachers to gather baseline assessment and end of topic assessments for each child, as this shows the knowledge they have gained. Teachers will ensure children are making progress with their learning throughout their PSHE experience. Each theme has a built-in assessment task, which also offers children the chance to assess their own learning and have a conversation with parents and staff about this.

7 Monitoring and Evaluation

The Headteacher (in the PSHE teachers absence (maternity leave) is responsible for monitoring the standards of children's work and the quality of teaching. The PSHE Leader supports colleagues in the teaching and planning of PSHE and provides them with information about current developments in the subject.

The SLT monitor delivery of the programme through observation and discussion with teaching staff and termly conferencing with children to ensure consistent and coherent curriculum provision. This enables the staff to identify areas of strength that can be shared with colleagues, and areas to be further developed.

The PSHE leader/HT is responsible for organising staff training (supported where necessary by the Deputy Head), managing the budget, and ensuring the subject is suitably resourced.

8 Involving Children, Parents and Carers

The School believes that it is important to have the support of parents, carers and the wider community for the PSHE programme.

Parents and Carers:

Parents and carers are given the opportunity to find out about and discuss the PSHE programme through:

- Parents' curriculum mornings
- Curriculum letters detailing the content for each class (termly)
- Information leaflets and displays
- Attendance at Open Morning events

Child Consultation:

The PSHE leader meets with representatives from each year group regularly throughout the year to review and discuss their learning in PSHE.

The Ealing PSHE Scheme of Work- Yearly Overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception:	Who am I?	What do I need to do to be healthy?	What is a rule and do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact our health?	What is global citizenship?	What do I want to do when I grow up?	What can I expect during puberty?	How do we respond to change, risk and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

The Ealing Scheme of Work & Right to withdraw

The themes within the Ealing Scheme are **statutory**, and parents do not have the right to withdraw their children from these lessons. The science curriculum is also **statutory**, which includes naming external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. **Parents cannot withdraw their children from the Science curriculum.**

Sex Education

Sex Education is not statutory in primary schools. Here at Avenue House, as part of the PSHE programme we incorporate Relationship and Sex education (RSE) in Year 6, at a level that is appropriate to the age and development of the children. These lessons are delivered by Ms Malik- she is our Deputy Headteacher, SENCo and Wellbeing Lead.

Withdrawal from RHE in Year 6

Parents of children in Year 6 are informed via a letter at the end of the Spring Term, of what will be taught in the RHE lessons prior to those lessons being delivered in the Summer Term. The resources that will be shared with the children are shared with the parents to view.

The RHE Scheme of Work (Appendix 1) is made available to all parents for each year group at the start of the school year. This is following an introduction to the Ealing PSHE & RHE Scheme of Work during the first full week of the Autumn Term.

It is a statutory right of parents or carers to withdraw the children in their care from education lessons that make up part of RSE programme. If parents wish to withdraw their child, they should email Mr. Sheppard and Ms. Malik to arrange a meeting to discuss this.

We are required to keep a record of children withdrawn from Relationship and Health Education lessons. We would, of course, hope that all our children will be allowed to access all the RHE parts of the PSHE programme.

Appendix 1

Relationships and Health Education (RHE) form part of our PSHE curriculum. The topics covered by RHE are delivered in specific lessons which take place in the Summer term.

Please find below links to the resources and presentation slides which will be used in our lessons during the Summer term.

Reception: • Reception RHE Lesson 1 • Reception RHE Lesson 2 • Reception RHE Lesson 3	Year 1: • Year 1 RHE Lesson 4 • Year 1 RHE Lesson 5
Year 2: • Year 2 RHE Lesson 4 • Year 2 RHE Lesson 5	Year 3: • Year 3 RHE Lesson 3 • Year 3 RHE Lesson 4
Year 4: • Year 4 RHE Lesson 2 • Year 4 RHE Lesson 2 Group Card • Year 4 RHE Lesson 3 • Year 4 RHE Lesson 3 Puberty Changes • Year 4 RHE Lesson 4 • Year 4 RHE Lesson 4 Menstrual Cycle	Year 5: • Year 5 RHE Lesson 2 • Year 5 RHE Lesson 3 • Year 5 RHE Lesson 4
Year 6: • Year 6 RHE Lesson 3 • Year 6 RHE Lesson 3 Worksheet • Year 6 RHE Lesson 4	

Appendix 2 Termly Plans

AHS Termly Overview- Autumn 1: Relationships and Health Education							
	Reception	Year 1 Beech	Year 2 Willow	Year 3 Oak	Year 4 Maple	Year 5 Pine	Year 6 Cedar
Termly Learning Question	Who am I?	Who is there to help me?	What is a good friend?	How do we make our relationships safe and fair?	Why are respectful relationships important?	What are the consequences of unhealthy and unfair relationships?	How can I maintain healthy relationships?
Lesson 1	Who is in my class?	What is PSHE?	Why do we study PSHE?	What are the consequences of not studying PSHE?	What knowledge and skills have I learnt in PSHE and what more do I need to know?	How does PSHE help me now and in the future?	How has PSHE helped me throughout primary school and beyond?
Lesson 2	Who is in my class?	Who is important to me? How do they help me?	What is a friend and how do I make friends?	What information do we share with friends, family, and professionals?	What does a respectful relationship look like and how does it make us feel?	What are the features of healthy and unhealthy relationships and how do they make us feel?	How do I prepare for Y6 and the changes to come?
Lesson 3	Who is in my family?	How are friends, family and teachers different?	How can we be a good friend?	How do we recognise bullying and show empathy?	Why is empathy important in friendship?	What is peer pressure? What is consent?	How do I prepare for High School?
Lesson 4	What are feelings?	How does it feel to be cared for and what do I do if I don't feel safe?	What is bullying and how does our behaviour affect others?	What does it mean to be equal? What is prejudice and discrimination?	What are the impacts of prejudice and discrimination?	How are people discriminated against?	How do friendships change?
Lesson 5	How can I understand my feelings?	How do I recognise feelings in myself and others?	Why does resilience matter in our relationships?	What is racism and what can I do about it?	How can I be an ally?	What is an upstander?	How do I manage pressure and set boundaries?

AHS Termly Overview- Autumn 2: Relationships and Health Education

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question:	What do I need to do to be healthy?	What things does a healthy person do?	What things make us healthy and what things might harm our bodies?	What are healthy habits and why are they important?	What action can I take to look after my health?	How do different parts of our bodies impact our health?	How are our physical health and mental health connected?
Lesson 1	Why is it important to be healthy?	How do I set goals?	What is physical health?	What does a person eat to stay healthy?	Why it is important to eat a variety of food?	How much energy do I need?	How do I read food labels?
Lesson 2	What foods should we eat more of to be healthy?	How do I look after my teeth?	What is mental health?	Why is it important to stay hydrated?	What are Fibre and Nutrients?	What are the risks of not looking after our bodies?	How do I build good sleep routines?
Lesson 3	What do we need to do to keep fit?	How do we stay healthy?	What are medicines and how do I use them safely?	What are healthy exercise habits?	Why is too much sugar unhealthy?	What does my brain really do?	What are the consequences of an unhealthy lifestyle?
Lesson 4	What do we need to do to keep clean?	How do we get ready for good sleep?	What are unsafe substances such as drugs and alcohol?	What are healthy habits for our mind?	How does being online affect our health?	How are some <u>people's</u> brains different and what is neurodiversity?	How is our physical health and mental health connected?
Lesson 5	What else do we need to do to be healthy?	What should we eat to be healthy?	What are the dangers of smoking or vaping?	How does good hygiene help my health?	How do I recognise and manage my feelings and emotions?	How are the mind and body connected?	What is self-esteem?

AHS Termly Overview- Spring 1: Living in the Wider World						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Termly Learning Question	What is a rule? Do we need rules?	What are rules and why do we have them?	What are rights and responsibilities?	How do communities make a difference?	What is citizenship?	What is global citizenship?
Lesson 1	What is a rule?	What are manners?	What are my rights and responsibilities in different places?	Why is community important?	What is Citizenship and the British Values?	What different identities are there within a community?
Lesson 2	Do we need rules in Reception?	Who makes rules?	What are my rights and responsibilities online?	How do different community groups support the wider community?	What is the Equality Act and why do we have it?	How can inequality lead to injustice?
Lesson 3	What is right and what is wrong?	How are rules used in different places?	What is a community?	What responsibilities do different job sectors have?	What is a law and why do we have them?	How has protest been used to make change?
Lesson 4	What rules are there online?	Why do we need rules online?	What communities do I belong to? How are communities diverse?	What stereotypes are there in the workplace?	How is a law made?	What can we do to help the environment?
Lesson 5	How do you stay safe online?	How do we stay safe online?	What can we learn from different communities?	How have people from around the world contributed to the world we see today?	What law would you create?	What would your environment project be?
						What is fake news?

AHS Termly Overview- Spring 2: Living in the Wider World							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	What makes me special?	What will I bring to my community?	What is money?	How do I make informed choices about money?	How can I support my community?	What do I want to do when I grow up? What is the media?	How can I be prepared for work in the future? How do I stay critical online?
Lesson 1	What am I good at?	What makes me special? What strengths do I have in and outside of school?	What is money? Different forms of money?	What choices do we have when it comes to money?	What is charity? What is fundraising?	What is a career? How is it different to a job?	What are my career aspirations? Contributions from diverse role models
Lesson 2	How can I get better at something?	How can I use my interests and strengths?	Where does money come from?	Why should I save money?	How do I plan a fundraising event?	What skills do I need in different careers?	How do I get a job and how do I get paid?
Lesson 3	What is a charity?	What is a job? Why do people have jobs?	How do we decide what to do with our money? Spend or Save	How is money used online?	What information am I sharing online?	What jobs might there be in the future? What skills can I prepare?	What are financial decisions?
Lesson 4	How can we raise money for a charity? Part 1	What jobs do people have in the community?	How can we help charities? Fundraising, donating time, food, service	How is data used online? What is advertising?	How do I keep myself safe online?	What are different forms of media? What is their purpose?	What are the risks involved in gambling?
Lesson 5	How can we raise money for a charity? Part 2	How do we care for our community?	How can we support a charity?	What is reliable and how do I fact check?	What did we learn from fundraising? What skills did we use?	What is the difference between fact, opinion and bias? How do I recognise it?	How does social media affect my body image?

AHS Termly Overview- Summer 1: Relationships and Health Education							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How can I keep myself safe?	What is personal safety?	How does being safe make me feel?	How do I keep my body safe?	What changes happen as I grow up?	What can I expect during puberty?	How is my body preparing for adulthood?
Lesson 1	What is the PANTS rule?	What is <u>personal hygiene</u> ?	What happens when I sleep?	What are allergies?	What is a healthy brain?	What helps our bodies and what harms our body? Medicines vs Drugs	What choices are there around substances as I grow up?
Lesson 2	What is a good or bad touch?	How do I keep safe at home?	How can being online affect my health?	How <u>do I</u> manage other types of health issues?	What is the life cycle and how do we change?	What are hormones?	What is mental illness and addiction?
Lesson 3	How can I keep myself safe with my friends?	How do we keep safe outdoors?	What things do we need to make time for?	What body parts belong to me?	What physical changes happen as we grow up?	What physical changes happen in puberty?	Why does the body change during puberty?
Lesson 4	How can I keep myself safe around medicines?	What are different types of touch? Kind and Unkind, Safe and Unsafe	How do different types of touch make me feel?	How do I keep my body private? (PANTS)	What is the menstrual cycle?	What emotional and social changes happen during puberty?	How does our body change for reproduction? (S.E)
Lesson 5	How can I keep safe on the road?	Who keeps me safe?	What's the difference between risks, unsafe events and emergencies?	How do different cultures celebrate growing up?	What is gender equality? Period Poverty Campaign	What happens after adolescence?	How do we stay healthy as we age? (Dementia)
FGM Alternatives				FGM- What is a rite of passage?	FGM- What is gender equality?	FGM- What is the difference between religion and culture?	FGM- How is beauty portrayed around the world?

AHS Termly Overview- Summer 2: Relationships and Health Education							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who is important to me?	What do we have in common?	How do I recognise risk?	Who is there to help me when I think there's a risk?	What can I do about risks?	How do we respond to change, risk and harm?	How do relationships change as we grow up?
Lesson 1	What is the same and different about families?	What makes a family?	What does my family do for me?	How can families be different?	What makes a family unique? Understanding family history, culture and values	How can families change?	How do we show love, care and commitment to others?
Lesson 2	How does my family make me feel?	What is the same and different about all of us?	What is the difference between a secret and surprise?	How do we manage pressure from friends? <u>doing</u> dares	What is the difference between a positive risk and a dangerous behaviour?	How is an online relationship different to real life?	What pressures may we face online in our relationships as we grow up?
Lesson 3	How do we keep ourselves and our families safe?	How can I treat others kindly?	How do I keep myself safe in familiar and unfamiliar places?	Who keeps me safe in different places?	What risks are there when I am in different places?	How to identify risks in different places and how do I respond?	How can I help others in an emergency?
Lesson 4	How would an emergency make you feel?	What happens if people are treated unkindly?	How do I help someone in need? (Basic First Aid)	How do I contact the emergency services?	How do I react when someone is hurt?	How can I save a life?	What will I take away from PSHE?
Lesson 5	What does 'stereotype' mean?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What advice would I give to the Year 6's?