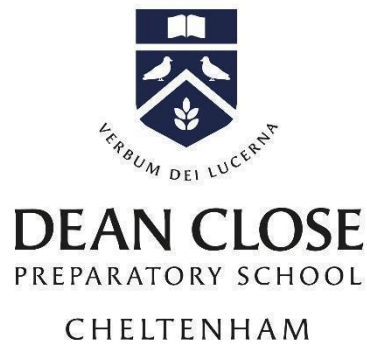




**Independent, Co-educational, Day and Boarding
Preparatory School**

**DCPS PSHCE Policy
(P205)**

Registered Charity No: 1086829

Date of Issue: September 2026
Review Date: September 2027
Owner: DCPS Head of PSHCE

DEAN CLOSE PREPARATORY SCHOOL

PSHCE POLICY

Personal, Social, Health, Citizenship and Economic Education is an important part of the curriculum at Dean Close Preparatory School as it focuses on the development of the individual in areas not covered by other subjects. It also works in collaboration with other departments on topics that are covered in specific curriculums. The subject aims to help the pupils at Dean Close gain an understanding of their place in society: how they can manage the changes that will happen to them and the challenges they may face through the different stages of their development, including adolescence.

Relationships Education is statutory for all pupils in primary education and Relationships and Sex Education (RSE) is statutory for pupils in secondary education. Health Education is statutory across all phases.

In devising the schemes of work for PSHCE, Dean Close Preparatory School follows the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated 2025 and implemented from September 2026). The School also uses guidance from the PSHE Association and the Jigsaw programme to inform both the RSE and broader PSHCE curriculum.

Parents/guardians have the right to request withdrawal from elements of Sex Education delivered beyond the statutory curriculum. Further details are contained within the Relationships and Sex Education Policy.

Discussions around body changes and puberty begin from Year 4 onwards. All resources are regularly reviewed and adapted and can be requested to view by emailing Annabel Eelbeck-Powell (areelbeck@deanclose.org.uk).

All year groups 3-8, have a 50 minute PSHCE lesson every week and these are taught by subject specialists, or staff who have had guidance and training from the Head of PSHCE. Teaching is delivered within the School's Christian ethos and moral framework whilst remaining balanced, objective and factual. Pupils are encouraged to understand and respect differing beliefs and viewpoints whilst recognising the importance of the law in England.

The curriculum is reviewed annually in response to:

- pupil voice and feedback
- parental consultation
- safeguarding priorities
- changes in statutory guidance
- emerging online and societal risks
- data provided from the bi-annual Online Pupil Survey (OPS) as set out by GHLL

The PSHCE department supports the ethos, aims and policies of Dean Close Prep School and functions in accordance with published school policies and guidelines. Policies and guidance

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

which are particularly relevant to the teaching of PSHCE include:

- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality for Students Policy

Safeguarding

Relationships Education, Relationships and Sex Education and PSHCE form an important part of the School's safeguarding and preventative education provision.

Through the curriculum pupils are taught:

- how to recognise healthy and unhealthy relationships
- how to identify inappropriate, exploitative or abusive behaviour
- the importance of consent and personal boundaries
- how to stay safe both online and offline
- how to seek help and support for themselves or others
- how to report concerns appropriately

Staff delivering PSHCE are aware that safeguarding concerns may arise during lessons. Any disclosures or concerns raised by pupils are managed in accordance with the School Safeguarding and Child Protection Policy, Keeping Children Safe in Education and other relevant statutory guidance.

Teachers cannot guarantee confidentiality where safeguarding concerns exist

Spiritual, Moral, Social and Cultural Development (SMSC)

The school understands the necessity to encourage pupils to respect religious law through assemblies and it does not avoid discussion, of an age-appropriate nature, of potential conflicts between state law and religious law, and the implications for an individual.

At Dean Close Preparatory School, we expect pupils to understand that while different people may legitimately hold different views as to what is 'right' and 'wrong', all people living in England are subject to the laws of the land. The school's ethos, which are on the school website, support the rule of law. In teaching religious law, the relationship between state and religious law and the reasons for any differences is explored. The school encourages pupils to develop their own moral sense, and to understand the impact of their actions on other people.

Dean Close Preparatory School encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely. This is achieved through weekly events such as assemblies, our Promotion of Good Behaviour Policy and ePraise system.

Through the PSHCE syllabus, Dean Close Preparatory School aims to inform children of how public institutions (for example: Parliament, the police force, the Post Office) and services (for example: healthcare, welfare services and education) operate. Pupils understand how public services have evolved and how they relate to the daily lives of pupils and their families. Activities such as educational visits are organised to enhance pupils' experience in this area.

Dean Close Preparatory School educates pupils in gaining knowledge and respect for their own culture and ensures that work on other cultures takes place in a secure foundation. Such elements of culture as custom, traditions, dress, food, and so on are celebrated (for example: Chinese New Year). Dean Close Preparatory School develops opportunities for pupils through links with other schools (for example: Alderman Knight) and organisations and charities (Fresh Hope), as well as the content of curriculum.

At Dean Close Preparatory School, teaching staff should not exploit pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose their own views on pupils. Neither do they present controversial political viewpoints to pupils. Dean Close Preparatory School aims to offer a balanced presentation of opposing views. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers. All resources used by an external speaker will be checked prior to their talk with pupils.

Dean Close Preparatory School takes a common-sense approach to securing balance when visiting speakers are chosen. Where a speaker has expressed partisan political views on a subject it might also be appropriate to present opposing views on the subject to pupils in the course of subsequent class teaching. Events that may be political in nature, Dean Close Preparatory School aims to ensure that they are not unbalanced and that they do not risk breaches of other SMSC standards (for example, by advertising speakers who are promoting anti-democratic beliefs).

When the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.

The PSHCE department aims to:

- Have a body of pupils who can develop into self-assured, confident, happy, positive young people. Pupils learn to articulate their feelings and justify them in both informal and formal settings and are given responsibility and trust to develop their confidence. Dean Close Preparatory School develops these traits by celebrating achievement and encouraging pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things which prevent them developing into confident adults. It is important for adults and older pupils in the school to act as role models for younger pupils. This they do through such initiatives as being Beacons, 'Ambassadors' and through the Promotion of Good Behaviour Policy.
- Promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

all pupils for the opportunities, responsibilities and experiences of life.

- Promote fundamental British values as part of SMSC in accordance with government guidelines and in conjunction with other departments within the school (for example: democracy is studied in History). The department aims to promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Provide opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Deliver a varied curriculum based on the National Curriculum guidance for PSHCE.
- Help pupils become successful learners who enjoy learning, make progress and achieve through fun and engaging lessons.
- Develop confident pupils who are able to live safe, healthy and fulfilling lives.
- Enable students to develop their self-knowledge, self-esteem and self-confidence and to encourage respect for other people.
- Foster responsible citizens who make a positive contribution to society.
- Work in partnership with parents. Parents can request access to the Jigsaw Parent Portal from September 2026 and also request to meet with Mrs Eelbeck-Powell to view resources.

Department targets:

- Continue to develop a stimulating curriculum that meets the needs of our pupils.
- Continue to update and build on departmental resources.
- Continue to work collaboratively with DCPPS.
- Continue to work collaboratively with the Senior School, particularly regarding the Year 8 curriculum.
- Introduce a new programme of learning – Jigsaw – in September 2026.
- Introduce Hemisphere training to pupils in Year 7 and 8 to support learning of racial literacy.
- Creation of a PSHCE ambassador.
- Further development of the careers provision in partnership with DCS And Zach Suckle (Head of Careers at DCS).

Assessment

In PSHCE there are two broad areas for assessment:

- Pupils' knowledge and understanding.
- How well pupils can use their knowledge and understanding in developing skills and attitudes.

Students are "assessed" in lessons and guidance is taken from the PSHE Association and the Jigsaw scheme of work. Assessment is used to judge the impact of PSHCE. A record of pupils' progress and portfolios of work will provide evidence of progress in PSHCE.

Much of the work in PSHCE lessons is discussion based. Within lessons, teachers aim to foster an atmosphere of trust whereby individuals can feel safe to discuss sensitive issues and personal concerns. There is no set prep, and although worksheets may be completed, these are more for personal reflection than teacher dictated marking.

PSHCE is a compulsory timetabled lesson and effort grades are required for effort grade cards and reports are written. In addition, within lessons, the following methods are used to assess pupils:

- Red/amber/green RAG style pupil assessment at the beginning and end of each lesson as a visual reminder of progress to the teacher; these have been introduced to all year groups in September 2022, and are working well.
- Targets are given to every pupil, via their school target report, based on their progress within PSHCE.
- Regular quizzes to assess understanding and topics are revisited if not understood properly.
- Effort reports.
- End of year reports.

Behaviour management

Pupils are expected to behave to the highest standards in PSHCE lessons, so that all can benefit from the sharing of ideas and opinions. The department follows the school's Promotion of Good Behaviour Policy and reinforce the PSHCE ground rules that are established at the start of every lesson.

All PSHCE teachers are aware of guidelines concerning questioning and lesson content. The guidelines are made clear to pupils at the start of each term. Teachers are to refer to the promotion of good behaviour policy and use the ePraise system to reward, but also sanction when necessary.

Pupils with SEND:

- All pupils are marked in the register if they have specific needs, and sat in a position which helps them to learn.
- The red/amber/green RAG assessment sheet has been a useful way for them to communicate when they do not understand something.
- All explanations are on the power point and read aloud to pupils.
- Explanations are repeated and shortened, chunked in easy to understand instructions and an opportunity is offered to draw pictures as well as write down ideas.
- Each activity in a lesson can be adapted to give more support, or given an extension so that they can either receive help to access the task, or be challenged with a more difficult extension task.

Learning Difficulties and Disabilities

Individual teachers are aware of learning support requirements of individual pupils and are familiar with the information circulated by the Learning Support Department. Because of the nature of PSHCE, learning support issues that may cause pupils problems with other subjects

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

such as dyslexia and dyspraxia have less of an impact. Resources are shared with the LS Department as appropriate and necessary.

Differentiation

We have a duty to ensure that PSHCE is accessible to all pupils and the avoidance of large amounts of written work and worksheets, and concentration on skills development and attitudes should support this. All students and their contributions are valued. Each teacher should ensure work set is differentiated to support the needs of pupils. Although a lesson plan is provided for each lesson, teachers are able to choose or adapt recommended resources to suit their particular class; so although covering the same topic, the content may vary.

Class size and ability varies, and all groups are mixed gender. For subjects that may be gender specific or difficult to teach in a mixed session, pupils are separated into single sex groups.

All teachers can provide scaffolded and extension options for activities, so that a range of abilities are supported.

English as an Additional Language

PSHCE teachers adapt teaching to help aid EAL pupil's learning. Pupils often use translators, provided by the EAL department, and teachers check in regularly to assist understanding. Resources are shared with the EAL Department as appropriate and necessary.

Equality, Inclusion and Respect

The PSHCE department endeavours to offer equal opportunities in all aspects of its work.

Dean Close Preparatory School promotes respect, dignity and inclusion for all members of the school community. Teaching reflects the protected characteristics identified within the Equality Act 2010.

The School encourages pupils to:

- respect others regardless of background or characteristics;
- challenge prejudice, discrimination and bullying;
- understand diversity within modern British society;
- appreciate differing viewpoints and experiences;
- recognise the importance of kindness, tolerance and mutual respect.

Teaching about biological sex, gender reassignment and gender identity is delivered in an objective, age-appropriate and factual manner, consistent with statutory guidance and the Equality Act 2010.

The department supports equality through:

- Fostering a positive atmosphere of learning in which the contribution of all is valued and in which the exploration of ideas through discussion is seen as part of the learning process.
- Valuing different opinions.

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

- Selecting appropriate teaching materials and aids.
- Exploring diverse aspects of the PSHCE curriculum.
- Following effective policies of differentiation.
- Giving appropriate help and guidance to pupils.
- Advising where additional help and support can be found.

Independent Learning

At all levels of study, the PSHCE Department encourages pupils to be independent learners and thinkers. The department encourages debate and discussion in which pupils can express their views in an open manner. It is vital that pupils are taught to be receptive to a range of differing ideas and be able to form critical opinions based on the evidence available.

Online Safety and Emerging Technology

The School recognises the significant influence of technology, social media and online content on children's wellbeing and development.

Through the PSHCE curriculum pupils are taught about:

- keeping safe online
- online grooming
- cyberbullying
- social media risks
- online gaming safety
- sexting and sextortion
- online scams
- pornography and its potential impact on relationships
- misinformation and manipulated content
- artificial intelligence and emerging technologies
- financial risks online
- healthy use of technology and screen time

This teaching complements existing curriculum content including online safety, media influence, online legislation, social media platforms, AI and media influence, sextortion, online identity and internet safety.

The School regularly reviews curriculum content to ensure emerging risks are addressed appropriately.

Fundamental British Values

Dean Close Preparatory School actively promotes the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through such schemes as the PSHCE syllabus, Dean Close Preparatory School aims to give:

- An understanding of the difference between some public bodies such as the police and the military and that they can be held to account through Parliament, others such as the courts maintain independence and understanding as why law making on the basis of representation in Parliament is seen as better than alternatives.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.
- Understand why democracy is perceived within England as the fairest form of political organisation and understand why, taking part in democracy is a good thing.
- Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as the school council whose members are voted for by the pupils.
- Use opportunities such as debates to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

At Dean Close we ensure that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage pupils to respect each other's personal space and avoid any physical contact which is not consensual. We are mindful of the findings in March 2021 on the social media platform #Everyone's Invited which referred to the objectification of girls by boys in many of the nation's leading state and independent schools. We discuss this in depth in our PSHCE lessons in relation to the Sex and Relationships Education curriculum but also in our lessons on British Values.

The school's ethos and teaching support the rule of English civil and criminal law and schools should not teach anything that undermines it. The school teaches about religious law, and the relationship between state and religious law. Pupils are made aware of the difference between the law of the land and religious law. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Examples of how Dean Close Preparatory School promotes British Values are:

- Include material on the strengths, advantages and disadvantages of democracy. Examples can be found in:
 - PSHCE
 - Activity Programme
 - Individual schemes of work
 - Assemblies including Headmaster's reminders and challenges
 - School plays
 - Concerts
 - Charity fair organisation – making decisions as a group
- Ensure all pupils within the school have a voice that is listened to. At Dean Close Preparatory School we have:
 - School Council
 - Debating activities
 - Form Time
 - Surveys and AS tracking
 - Charity fair organisation – making decisions as a group
 - Friday Challenge/ Five Time
- Use opportunities such as debates to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. At Dean Close Preparatory School we have:
 - Debating activities
 - School Council
 - Charity fair organisation – making decisions as a group

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

Careers Education

Careers education is an integral part of the PSHCE curriculum at Dean Close Preparatory School, with a progressive programme of career-related learning from Year 3 onwards designed to broaden aspirations, challenge stereotypes, develop self-awareness and help pupils understand the link between learning and future opportunities. Through the Jigsaw *Dreams and Goals* programme, pupils explore age-appropriate themes including 'dreams and ambitions' in Year 3, 'dream job and how to get there' in Year 5 and 'goal setting' in Year 8. This learning is complemented by practical opportunities to meet and learn from people in different careers; for example, pupils in Years 6–8 attend a Careers Fair where they can speak to members of the DCPS community about their career journeys and how their work relates to the school's 5Cs, while pupils also have opportunities to hear from external speakers, including sessions on 'Careers of the Future'. Careers learning is further supported through extracurricular clubs and trips, enterprise activities such as Year 7–9 Charity Fair stalls, assemblies and 'Inspire Us' sessions, and opportunities to engage with education and training providers. The programme is informed by the Gatsby Benchmarks and supports pupils in developing employability and enterprise skills and preparing for future education, training and employment pathways, with provision reviewed through pupil and parent feedback and annual evaluation. DCPS works closely with Zach Suckle (DCS Head of Careers) to discuss the KS3 careers provision.

Respectful Relationships and Harmful Behaviour

Dean Close Preparatory School is committed to promoting respectful relationships and preventing harmful behaviour.

Through the curriculum pupils are taught:

- the meaning of consent;
- respectful communication;
- personal boundaries;
- recognising coercive and controlling behaviour;
- recognising and challenging harmful stereotypes;
- understanding the impact of sexual harassment;
- recognising misogyny and sexism;
- the importance of equality and mutual respect.

The School continues to reflect on national safeguarding concerns, including issues highlighted through the #Everyone'sInvited movement, whilst maintaining the existing emphasis on respectful attitudes towards all members of society.

Teaching aims to ensure pupils understand how to contribute positively to safe and respectful communities.

Department meetings

There is no allocated lesson period for a PSHCE department meeting; however, many informal discussions take place and an attempt is made to hold a full department meeting each term. PSHCE teachers are regularly informed of any changes to the curriculum and training is given to ensure the highest quality of teaching.

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

Currently the following people teach PSHCE:

Sharon Ridsdale and Beth Muckle: Year 3

Bradley Mears and Lisa Goodwin: Year 4

Annabel Eelbeck-Powell (Head of PSHCE), Lisa Bailey and Jennifer Fletcher: Year 5

Bee Dickson and Sophie Dally: Year 6

Eric Harris: Year 7

Jasmine Richards: Year 8

Monitoring and Review

The PSHCE curriculum is monitored and reviewed through:

- lesson observations
- pupil voice
- parental consultation
- curriculum audits
- safeguarding reviews
- staff feedback
- analysis of emerging local and national safeguarding concerns

The School seeks to ensure that PSHCE provision remains relevant, balanced, evidence-informed and compliant with current statutory requirements.

The following table outlines the topics covered in each year group. These units of work are produced by Jigsaw, an award-winning programme which reflects current statutory requirements. Curriculum content is reviewed annually against Department for Education statutory guidance, safeguarding priorities, pupil needs and emerging societal issues to ensure that provision remains relevant, accurate and age appropriate.

	M1	M2	L1	L2	T1	T2
	Being Me in My World	Celebrating Differences	Healthy Me	Relationships	Changing Me	Dreams & Goals
3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

	Rewards and consequence s Responsible choices Seeing things from others' perspectives	how words can be hurtful Giving and receiving compliments	Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	Challenging my ideas Preparing for transition	and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequence s Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
5	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequence s How	Cultural differences and how they can cause conflict Racism Rumours and namecalling Types of bullying Materials	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body	Self-recognition / self-worth Building self-esteem Safer online communities Rights	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

	behaviour affects groups Democracy, having a voice, participating	wealth and happiness Enjoying and respecting other cultures	image Relationships ps with food Healthy choices Motivation and behaviour	and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Conception (including IVF) – This will be reviewed, as Jigsaw recommends that we introduce Sex Education in Y5, but DCPS will check if this is appropriate for our setting and pupils Growing responsibility Coping with change Preparing for transition	get there Goals in different cultures Supporting others (charity) Motivation
6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
7	Unique me Differences and conflict	Prejudice and discrimination	Nutrition and exercise	Changing relationships, consent,	Puberty changes	Defining success Setting

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

	My influences Gateway emotions Belonging to a group Peer pressure Child-on-child abuse Online safety Sexting Consequences Online legislation Online identity Online gaming-safety Financial risks	Equality Act 2010 Bystanders Assertiveness Positive and negative influences Challenging attitude and negative behaviours Stereotypes Human Rights Inclusion Bullying Exclusion and respect	Managing physical activity and mental health Stress and anxiety Effects of substances (nicotine and caffeine) Vaping Nutrition Sleep Health choices Physical illness and medicine Personal hygiene Contributing to your community	healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Reproduction facts Menstrual cycle Responsibilities of parenthood IVF Types of committed relationships and families UN Rights of a child Media and self-esteem Self-image FGM Factors affecting hormones and moods	dreams and goals Skills for the future What is failure Coping strategies for when things go wrong Building skills for the future and teamwork Health and wellbeing Gang culture and knife crime County lines
8	Self-identity Influences, Online influence Family and identity Managing expectations Active listening skills Personal beliefs and judgements First impressions Positive self talk Marriage, civil partnerships and the law Beliefs and religions	Prejudice and persecution LGBT bullying The equality act Social justice and hate crimes Multiculturalism and religious tolerance Standing up for what you believe in Celebrating differences	Types of health Cardiovascular health and diabetes Risks, illegal and legal substances Dental health Skin protection Steps to protecting physical health Vaccinations Peer pressure Vaping	Types of close intimate relationships Behaviours in healthy and unhealthy romantic relationships What makes a healthier relationship? Harassment, attraction, love or lust? Sexuality Pornography	AI and media influence Maintaining positive relationships Assertiveness Sexting and sextortion Power dynamics Knife crime Social media platforms Neurodiversity: autism and ADHD Inclusion and equality	Goal setting Grit and resilience Can money buy happiness? Keeping safe online Income and poverty Budgeting Expenditure Debt and budgeting Poverty Online scams Sextortion Taking risks Staying safe online

Date of Issue: September 2026

Review Date: September 2027

Owner: DCPS Head of PSHCE

	Protected characteristics Online and offline identity			y and the law Dealing with unwanted messages Alcohol Risky behaviour and the law		
--	--	--	--	---	--	--

**Please note that topics and objectives are subject to change based on the pupils' needs and Government updates.*