Manor Green Primary Academy

PSHE Policy

includes Relationships and Health Education statutory from September 2026, and our position on Sex Education

Last Reviewed:	**July 2026**
Reviewed By:	**Cheryl Ballance**

Statement of Intent

At Manor Green Primary Academy, we teach Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), as a whole-school approach to support children's personal development and wellbeing. We believe that high-quality PSHE not only helps children develop as individuals but also enhances their capacity to learn and thrive. Through our PSHE and RSHE curriculum, we aim to develop confident, respectful and resilient pupils who are ready to contribute positively to their community and wider society.

We value PSHE as a vital part of our curriculum, enabling children to understand and respect who they are, develop positive relationships, have a voice in matters that affect them, and acquire the knowledge, skills and attributes they need for life and learning.

Our PSHE and RSHE **provision** contributes significantly to the school's safeguarding responsibilities, equality duties, the promotion of British Values and the spiritual, moral, social and cultural (SMSC) development of our pupils.

Through this curriculum, we promote our school values of **Ready, Respectful and Safe**, preparing pupils to become confident, compassionate and responsible members of their community and wider society

We use a range of high-quality resources to deliver a comprehensive and progressive curriculum, including Pol-Ed, myHappymind, Picture News, Project Evolve, the NSPCC, Oak National Academy and the Thrive Approach.

Relationships, Sex and Health Education (RSHE) is delivered as an integral part of our whole-school PSHE programme and reflects statutory guidance while meeting the needs of our pupils and school community.

Our PSHE and RSHE curriculum enables children to:

- Develop positive relationships.
- Understand and manage their emotions.
- Build resilience and self-confidence.
- Keep themselves safe, both online and offline.
- Respect diversity and difference.
- Make informed and responsible decisions.
- Become active and responsible citizens.

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1. Legal framework

This policy meets the requirements of:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) (current version)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (current version)
- Prevent Duty Guidance
- SEND Code of Practice: 0 to 25 years
- United Nations Convention on the Rights of the Child (UNCRC)

2. Key roles and responsibilities

Governing Body

The governing body will:

- Ensure compliance with statutory requirements.
- Approve and review the policy.
- Monitor implementation and impact.
- Ensure the curriculum reflects the needs of the school community.

Principal

The Principal will:

- Ensure the policy is implemented effectively.
- Oversee curriculum provision.
- Respond to parental concerns and complaints.
- Ensure staff receive appropriate training.

PSHE /RSHE Lead

The PSHE / RSHE Lead will:

- Monitor provision and standards.
- Support staff with planning and delivery.
- Ensure resources are appropriate and up to date.
- Evaluate the effectiveness of the curriculum.

Staff

All staff will:

- Deliver PSHE and RSHE in a professional and inclusive manner.
- Create a safe environment for discussion.
- Follow safeguarding procedures.
- Promote the school's values consistently.

Parents and Carers

- Parents and carers are encouraged to work alongside the school in supporting children's personal development and wellbeing. The school will communicate curriculum content and provide opportunities for consultation.

3. Aims of the PSHE and RSHE curriculum

Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave responsibly online.
- Develop responsibility and independence within school that they can take forward into wider society and their future lives.

- Respect others and appreciate the diverse cultural, ethnic, religious and social backgrounds represented within our school community and the wider world.
- Understand what constitutes respectful and socially acceptable behaviour in school and society.
- Become active citizens who contribute positively to society.
- Understand democracy, rights and responsibilities.
- Develop positive, respectful and healthy relationships.
- Develop self-awareness, self-esteem and self-worth.
- Develop strategies to manage their emotions and support their mental wellbeing.
- Make positive and informed choices throughout their lives.
- Understand that they have a right to express their views and opinions, while respecting the rights of others to do the same.

4. Teaching methods and learning style

A range of teaching and learning approaches are used to deliver PSHE and RSHE. Teaching is pupil-centred and places a strong emphasis on active learning techniques such as discussion, reflection, collaborative learning and group work.

Each half term, pupils complete a unit from myHappymind alongside a sequence of lessons from Pol-Ed. During these sessions, pupils learn to listen actively, consider the views of others and discuss key ideas respectfully. In addition to dedicated lessons, we hold a weekly Picture News assembly. During and after these assemblies, current affairs are discussed at an age-appropriate level and linked to the Fundamental British Values.

To support the teaching of online safety, we use *Project Evolve*, an online digital safety and literacy toolkit. Its lessons are designed to help pupils navigate the internet safely and responsibly. The resource is regularly updated to ensure that emerging online safety issues are addressed.

As part of the Focus Trust 7 Musts, pupils are encouraged to participate in charity work, volunteering and wider opportunities that contribute positively to school life, including organising assemblies and supporting school events.

To support the teaching of the health aspects of RSHE, we use a range of resources from the NSPCC and Oak National Academy. These resources were shared with parents during our RSHE consultation process.

The school also uses visiting speakers, including representatives from the NSPCC and emergency services, to enrich the curriculum and share real-life experiences. All visitors are supervised by school staff, and teachers will use their professional judgement to end any session that they believe is not consistent with the aims of this policy or the values of the school.

The school considers local health and community information when planning learning to ensure that teaching is relevant to the needs and experiences of our pupils.
Pupils' questions are welcomed and answered honestly, sensitively and in an age-appropriate manner.

We provide a range of opportunities for pupil voice and leadership through groups such as the Pupil Parliament, Reading Committee and other pupil-led committees. These opportunities enable pupils to express their views, contribute to school improvement and develop an understanding of democracy and active citizenship.

5. Timetabling

As well as being woven into the curriculum, PSHE (including RSHE) is taught as a discrete weekly lesson, delivered by class teachers where possible, and other staff.
There is an element of PSHE in pastoral care and the school will ensure that PSHE and well-being teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.
The actual units covered can be found in the appendices.

6. Relationship's education

By the end of primary school, pupils will know about:

Families and People Who Care for Me

- Different family structures.
- The importance of caring relationships.
- How families support one another.

Caring Friendships

- How to build and maintain positive friendships.
- How to resolve disagreements respectfully.
- How to recognise healthy and unhealthy friendships.

Respectful Relationships

- The importance of respect and kindness.
- Diversity and difference.
- Recognising and challenging bullying and discrimination.

Online Relationships

- Safe and respectful online communication.
- The impact of digital footprints.
- How to recognise and respond to cyberbullying.

Being Safe

- Personal boundaries.
- How and when to seek help.
- Understanding appropriate and inappropriate behaviour.

Pol-Ed, myHappymind and our weekly assemblies enable the school to deliver and reinforce this area of the curriculum. A detailed overview of the curriculum can be found in the appendices. We use a holistic approach to teaching Relationships Education, ensuring that learning is revisited, reinforced and applied throughout the year and across the wider curriculum.

7. Health Education

Children will learn about:

Mental Wellbeing

- Emotional literacy.

- Managing feelings.
- Building resilience.
- Coping with change.

Physical Health and Fitness

- The benefits of exercise.
- Healthy lifestyles.
- The importance of sleep for wellbeing.

Healthy Eating

- A balanced diet.
- Nutrition.
- Making healthy choices.

Drugs, Alcohol and Tobacco

- Risks and consequences.
- Making safe and informed choices.

Health and Prevention

- Personal hygiene.
- Dental health.
- Vaccinations and immunisation awareness.

Basic First Aid

- Responding to emergency situations.
- How to access help in an emergency.

Changing Adolescent Body

- Physical and emotional changes associated with puberty.

Pol-Ed, myHappymind, Oak National Academy and the NSPCC PANTS resources enable the school to deliver this area of the curriculum. A detailed overview of the curriculum can be found in the appendix. We use a holistic approach to Health Education, ensuring that learning is revisited, reinforced and applied throughout the year and across the wider curriculum.

In addition to dedicated teaching time, we use the Thrive Approach to support children's social and emotional development through both universal provision and targeted interventions. This enables us to meet pupils' needs at an age-appropriate stage of development and provide support where interruptions to development have been identified.

Teaching children about puberty is a statutory requirement within the Health Education strand of the DfE guidance, specifically the **Changing Adolescent Body** unit. We teach this element through a combination of our science curriculum, NSPCC resources and Oak National Academy materials, which were shared with parents as part of our RSHE consultation process.

8. Sex Education

- While Relationships Education and Health Education are statutory, Sex Education beyond the National Curriculum science requirements is **not taught** as a separate subject at Manor Green Primary Academy.
- Human reproduction is taught as part of the science curriculum in accordance with National Curriculum requirements.

- Puberty education is taught as part of statutory Health Education and equips pupils with the knowledge needed to understand physical and emotional changes.
- The right to withdraw from Sex Education does not apply to content delivered through the National Curriculum Science Programme of Study. Parents are encouraged to discuss any questions or concerns with the Principal.

9. Safeguarding, reports of abuse and confidentiality

All staff are aware of what constitutes **child-on-child abuse**. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking or hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment and unwanted jokes. These may be stand-alone incidents or part of a broader pattern of abuse.
- Upskirting (taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or harm).
- Sharing nude and semi-nude images and videos.
- Initiation or hazing-type violence and rituals.

All staff are aware of indicators that may suggest a child is at risk of, or involved in, serious violence or criminal exploitation. These may include:

- Increased absence from school.
- Changes in friendships or relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts which may indicate that a child has been approached by, or become involved with, individuals associated with criminal networks or gangs.

All staff are aware of the risks associated with pupils' involvement in serious violence and criminal activity and understand the measures in place to manage these risks.

If staff have concerns regarding a child who may be at risk of, or suffering from, honour-based abuse (HBA), including forced marriage, they will immediately speak to the Designated Safeguarding Lead (DSL) or Deputy DSL. Where appropriate, local safeguarding procedures will be followed. In accordance with Section 74 of the Serious Crime Act 2015, teachers must personally report known cases of Female Genital Mutilation (FGM) to the police.

Staff are familiar with the guidance contained within *Keeping Children Safe in Education (KCSIE)* regarding how to respond if a pupil discloses abuse, neglect or concerns about their safety. Staff understand the need to maintain appropriate levels of confidentiality and will only share information with those who need to know, such as the DSL, Deputy DSL, Children's Social Care or other relevant agencies. Staff must never promise a child that they will keep information secret, as this may not be in the child's best interests.

The school will involve the DSL or Deputy DSL in all matters relating to safeguarding. They may provide advice, access to appropriate local support services, links with external agencies and expertise regarding local safeguarding concerns that may need to be addressed through the curriculum.

Every lesson reinforces that, should pupils have any worries, concerns or questions about issues discussed, they know how to seek support from a trusted adult in school. Pupils are taught how to raise concerns for themselves or on behalf of a friend and are informed about how such concerns will be managed.

The school may invite external agencies and visitors to support the teaching of safeguarding-related topics. Prior to any session, the school will agree procedures for responding to safeguarding disclosures and concerns that may arise during the session.

The school recognises that discussions relating to mental health, self-harm and suicide may arise during PSHE and RSHE lessons. Staff will address these topics sensitively and appropriately, ensuring that teaching remains preventative rather than instructive. Teachers will not provide instructions, methods or detailed information about self-harm or suicide and will avoid the use of materials that could unintentionally normalise, glamorise or encourage harmful behaviours. Where concerns arise, staff will follow the school's safeguarding procedures and report concerns to the DSL.

All PSHE and RSHE teaching is delivered within a safe, inclusive and supportive learning environment. Ground rules are established to ensure that discussions are respectful and that all pupils feel valued and heard. Pupils are reminded that teachers cannot guarantee confidentiality where a safeguarding concern is disclosed. Any disclosures made by pupils will be managed in accordance with the school's Child Protection and Safeguarding Policy.

10. Tailoring PSHE and Well-being curriculum.

The school uses discussions and other activities during initial PSHE lessons to ascertain where pupils are in terms of their knowledge and understanding of various topics.

Pol-Ed, *myHappymind* and *Project Evolve* follow a spiral curriculum approach. As pupils progress through the school, they revisit and build upon prior learning, enabling them to deepen their understanding over time. However, where a need is identified, teachers may adapt the curriculum and deliver additional lessons to address emerging issues or concerns.

Teaching takes account of pupils' age, ability, stage of development and cultural backgrounds, and is tailored accordingly.

Adaptations are made for pupils for whom English is an additional language (EAL) to ensure that all pupils can fully access the PSHE (and RSHE) curriculum.

All pupils with SEND receive PSHE (and RSHE) education, with content and delivery adapted to meet their individual needs.

The school delivers Relationships, Sex and Health Education (RSHE) as part of its timetabled PSHE curriculum.

Manor Green Primary Academy also uses the Thrive Approach to support pupils in developing an understanding of themselves, their feelings and the world around them. This approach may be used to support whole-class development as well as targeted interventions, where appropriate.

11. KS1 and 2 programmes of study

In school, we follow the MyHappyMinds, Pol- Ed and Project Evolve as our main teaching. This can be found at https://myhappymind.org/ https://www.pol-ed.co.uk/ https://projectevolve.co.uk/
In addition to support RSHE we use some resources from the NSPCC and Oak academy

12. Assessment

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress. Pupils record their thoughts and ideas in their MyHappyMind journal and in their PPD books. After each Picture News assembly, the children's thoughts and feelings are recorded in a class floor book.

13. Monitoring and review

This policy will be reviewed by the curriculum lead and Principal on an annual basis.

Monitoring activities may include:

- Learning walks.
- Pupil voice.
- Book scrutiny.
- Planning reviews.
- Staff discussions.
- Curriculum evaluations.

The impact of the curriculum will be measured through pupils':

- Knowledge and understanding.
- Confidence to seek support.
- Ability to stay safe.
- Respect for others.
- Participation in school life.
- Personal development outcomes.

Appendices

Appendix 1 – PSHE (incl RSHE) overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Approx weeks		7 weeks	7 weeks	6 weeks	5 weeks	5 weeks	7 weeks
Whole school PSHE enrichment	**Enrichment linked to PSHE**	Black history month	Anti bullying week UK Parliament week	LGBTQ+ history month Children's mental health week Internet safety day	International women's day	Mental health awareness week	Aspirations week My money week
	Picture News Evidence – class big book	(Minimum 3 a half term) assembly (EYFS/ KS1 and KS2) - Followed up in class					
	Pupil voice / leadership opportunities (Initially KS2)	(min 1 a half term): Opportunities for children to voice their opinion. Over the year this will include: sub committee discussions, subject discussions, debates					
Rec	**My Happy Minds (30 min per lesson)**	Meet the Brain 3 lessons	Celebrate 3 lessons	Appreciate 3 lessons	Relate 3 lessons	Engage 3 lessons	
	Pol-ed (30- 40 min per lesson)	What can I do if I am feeling big emotions? Ho can I be a good friend?	How can I make other people happy? How can I play nicely with others?	How can adults at school help me? How can I play safely? How can I keep safe at school? How can I keep safe at home?	Who are the police and how do they help us? What are rules? What are consequences?	How can I be a germ buster	How does food help me? How does exercise help me?
	Ready to learn EExrec	Ready to learn EExrec	Ready to learn EExrec	Ready to learn EExrec	Ready to learn EExrec		
	Additional RSE		PANTS power				
Year 1	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 5 lessons	Celebrate 4 lessons	Appreciate 3 lessons	Relate 3 lessons	Engage 4 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – PPD books	How can I make friends? What if my friends are making me sad? How can I be an empathy expert?	How can I be an ally? What makes me special? What do feelings feel like?	How can I keep safe in new places How can I use things at home safely? What is private information?	Who are my trusted adults? How can I speak up? How can I share my feelings?	How can I be responsible? What is bullying? Why is name calling unkind?	What do the police do? What is 999? Why have different rules in different places? What can happen when rules are broken?
	Additional RSE		Talk PANTS				
Year 2	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 5 lessons	Celebrate 4 lessons	Appreciate 3 lessons	Relate 4 lessons	Engage 4 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – iPPD books	How are we the same? How are we different? How can I work with different people? What is family?	How do I share family worries? Why are relationships important? How can I deal with change?	Why does age matter? What is the internet? How can I keep safe online? What are the risks of video gaming?	What are different types of meetings? What are private body parts? What are medicines? What is fire safety?	What are needs and wants? What is a job? What is money	Why is sleep important? How can I look after my body? What does it mean to be healthy? When do I need to take a break?
	Additional RSE					Oak Academy x 3 lessons Power in relationships: should I keep secrets	
Year 3	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 5 lessons	Celebrate 4 lessons	Appreciate 4 lessons	Relate 4 lessons	Engage 4 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – PPD books	Who are my key people? How should we treat people? What can I do when friendships go wrong?	What do we mean by consent in friendships? What is bullying? How do school help me?	What are emergency services? What are emergency situations? What do we mean by risk?	When should I break a secret? What words can I use to talk about my feelings? How can I share my worries?	How can I be a responsible citizen? What is law and why do we have it? How can we enforce the law? What are pupils' rights?	How can vaccinations support our health? What is mental health? How can Intense feelings feel? What am I good at?

	Additional RSE		Talk PANTS building confidence				
Year 4	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 5 lessons	Celebrate 4 lessons	Appreciate 4 lessons	Relate 4 lessons	Engage 4 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – iPPD books	How can we be role models? What is healthy friendship? What is peer influence? What makes up a community?	What are protected characteristics? What is diversity? What is discrimination? What is hate crime?	How can I keep safe in my local area? How can I respect my environment? Who do I encounter?	How can we keep safe on the road? What are hazards in the home? What is first aid?	How do my choices help me to be healthy? What are healthy habits? Why is food fuel?	How can I be a hygiene hero? What is my body trying to tell me? How does school build my character? What can I be?
	Additional RSE					Oak Academy x 3 lessons Puberty: How will I change as I grown up SINGLE SEX sessions	
Year 5	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 5 lessons	Celebrate 5 lessons	Appreciate 4 lessons	Relate 4 lessons	Engage 4 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – PPD books	How can my adult relationships affect my future? Why are our special people important? How do rules help our community? What are my personal boundaries?	What is peer pressure? What are online friendships? What is grooming? How do words have power?	What are the risks with money? What is gambling? How can we keep our things safe? How can we use our phones sensibly? What can I and can't I do on the internet?	What is media literacy? What are deep fakes? What is media influence? What do I know about drungs?	What is my personal identity? How might puberty impact on the way I feel? How might being online impact the way I feel?	How might activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?
	Additional RSE		How can the PANTS rule help us				
Year 6	**My Happy Minds (30 min per lesson)** Evidence – MyHappyMind books	Meet the Brain 3 lessons	Celebrate 2 lessons	Appreciate 2 lessons	Relate 2 lessons	Engage 2 lessons	
	Pol-ed (30- 40 min per lesson) Evidence – PPD books	What is a debate? How can we respect different relationships? What does the law say about marriage?	How can we be allies against racism? How can we challenge sexism? What is my relationship with authority?	Why does media have age restrictions? How is my data shared? What is spiking? What does the law say about drugs? What is the issue with addiction? (vaping / smoking)	What different types of crime are there? What is antisocial behaviour? What is a weapon? What is hop theft?	How can I manage moving to high school positively? How can I get ready for secondary relationships? What does adulthood look like?	Ho can I re-frame my thinking? What is grief? How can I seek support for my mental health
	Additional RSE					Oak Academy x 3 lessons Puberty: What happens during adolescence?	

Appendix 2 – Project Evolve overview

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
EY				**Online Safety – Project Evolve:** Online reputation (links to International Women's day and Science week)	**Online Safety – Project Evolve:** Online reputation & Health Well being and lifestyle (links to Mental Health Awareness week)	
1	**Online safety:** SMART rule	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve:** Health, Well being and lifestyle Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve:** Online reputation (links to International Women's day and Science week)	**Online Safety – Project Evolve:** Online reputation & Health Well being and lifestyle (links to Mental Health Awareness week)	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)
2	**Online safety:** SMART rules	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve** Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve:** Copyright & ownership (links to world book day and science week)	**Online Safety – Project Evolve:** Managing Online information & Health Well being and lifestyle (links to Mental Health Awareness week)	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)
3	**Online safety:** SMART rules	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve:** Health, Well being and lifestyle Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve:** Online reputation (links to International Women's day and Science week)	**Online Safety – Project Evolve:** Online reputation & Health Well being and lifestyle (links to Mental Health Awareness week)	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)
4	**Online safety:** SMART rules	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve** Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve Online Safety – Project Evolve:** Copyright & ownership (links to world book day and science week)	**Online Safety – Project Evolve:** Managing Online information & Health Well being and lifestyle (links to Mental Health Awareness week))	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)
5	**Online safety:** SMART rules	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve:** Health, Well being and lifestyle Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve:** Online reputation (links to International Women's day and Science week)	**Online Safety – Project Evolve:** Online reputation & Health Well being and lifestyle (links to Mental Health Awareness week)	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)
6	**Online safety:** SMART rules	**Online Safety – Project Evolve:** Online relationships & Online Bullying (links to antibullying week)	**Online Safety – Project Evolve:** Privacy & Security (links to internet safety day)	**Online Safety – Project Evolve Online Safety – Project Evolve:** Copyright & ownership (links to world book day and science week)	**Online Safety – Project Evolve:** Managing Online information & Health Well being and lifestyle (links to Mental Health Awareness week)	**Online Safety – Project Evolve:** Self-image and Identity (links to Aspirations week)

Appendix 3– Sample of additional enrichment days or weeks to further develop out offer

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school PSHE enrichment	Enrichment linked to PSHE	Black history month	Anti bullying week UK Parliament week	LGBTQ+ history month Children's mental health week Internet safety day	International women's day	Mental health awareness week	Aspirations week My money week
	Picture News Evidence – class big book	(Minimum 3 a half term) assembly (EYFS/ KS1 and KS2) - Followed up in class					
	Pupil voice / leadership opportunities (Initially KS2)	(alternating with picture news): Opportunities for children to voice their opinion. Over the year this will include: sub committee discussions, subject discussions, debates					