



# Ralph Sadleir School

PSHE (personal, social, health and economic education)/SRE (social and relationships education)

Year 5

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p><b>Zones of Regulation &amp; Settling in</b></p> <p>Pupils will cover: A welcome to Ralph Sadleir; managing transitions and adapting to new environments.</p> <p>Zones of Regulation: Zones of Regulation is a scheme that enables pupils to understand their emotions and those of their peers. Zones of Regulation provides pupils with strategies to support their mental wellbeing, and to self-regulate.</p>	<p><b>Personal Identity &amp; Managing Friendships</b></p> <p>Pupils will cover: further supporting transition; developing awareness of ourselves and our own identities; setting and achieving goals for ourselves; positive friendship attributes; dealing with conflict and anger; showing and recognising positive leadership skills.</p>	<p><b>Respecting Ourselves and Others</b></p> <p>Pupils will cover: what makes somebody happy? Self-recognition and self-worth; understanding the viewpoints of others.</p> <p>Recognising and challenging stereotypes; Exploring the meaning of the term discrimination; Recognising and caring about other people's feelings.</p>	<p><b>Staying Safe</b></p> <p>Pupils will cover: identifying where to get help if I need it; internet dangers; how to stay safe online and how to recognise the dangers of online grooming.</p> <p>Privacy and personal boundaries; acceptable and unacceptable online behaviour; personal safety.</p>	<p><b>Keeping Active and the benefits of a Balanced Lifestyle</b></p> <p>Pupils will cover: how physical activity and exercise affects wellbeing; how much exercise we should do; different types of exercise; how a good night's sleep affects health and wellbeing; balanced diets.</p>	<p><b>Careers</b></p> <p>Pupils will cover: career types; career requirements; career goals; goal-setting; professional behaviour.</p>



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<p><b>Mental Health &amp; Wellbeing</b></p> <p>Taking care of mental health and emotional wellbeing; Managing and dealing with challenges; Developing coping strategies to deal with stressful situations (e.g. SATs); Seeking support for others and myself.</p>	<p><b>Managing Change, Feelings &amp; Respect</b></p> <p>How to manage my own feelings and recognise how others are feeling; Challenging other people's points of view; Developing friendship skills; bullying and stereotypes.</p>	<p><b>Media Literacy and Safety</b></p> <p>How data is shared and used online; evaluating the reliability of sources; choosing age-appropriate TV, games and online content; positive and negative influences; the importance of staying safe when using the internet/social networking sites.</p>	<p><b>Health and Hygiene</b></p> <p>Personal hygiene; what are viruses and bacteria; measures to preserve physical health; eating in a positive way; preserving and promoting oral health.</p>	<p><b>Online Friendships, Relationships and Staying Safe</b></p> <p>How people connect online; the nature of online-only friendships; reporting harmful content staying safe online.</p>	<p><b>Puberty &amp; Reproduction</b></p> <p>Understanding why changes can be unsettling; Identifying the physical changes of puberty for boys and girls; describing what menstruation is and why it takes place; understanding that physical change happens at different rates for different people; conception and how a baby is made; raising awareness of FGM practices.</p>



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## Year 7

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p><b>Financial Wellbeing</b></p> <p>Evaluating value for money; debt; fraud and personal values; financial exploitation; record keeping; savings and spending; lending and borrowing.</p>	<p><b>Crime</b></p> <p>What it means to commit a crime; The difference between rules and laws; Civil and criminal laws; Considering feelings of victims of crime; analysing Hertfordshire crime figures.</p>	<p><b>Substances</b></p> <p>Social norms regarding drugs, alcohol and tobacco; myths and misconceptions around drugs; influence/peer pressure; risks relating to substance abuse.</p>	<p><b>Diversity</b></p> <p>Multiculturalism, race, religion, LGBTQ+; British Values &amp; 'Ralphie' values; supporting and promoting equality.</p>	<p><b>Physical Relationships</b></p> <p>Different types of relationships; healthy and positive relationships; rights and responsibilities in relationships; what is consent; consent and the law; avoiding assumptions about consent.</p>	<p><b>Careers</b></p> <p>Different types of career options; encouraging pupils to start thinking about their future careers; employability skills; apprenticeships; entrepreneur skills and entrepreneurial project.</p>



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## Year 8

Autumn	Spring I	Spring II	Summer I	Summer II
<p><b>Promoting Positive Mental Health and Wellbeing</b></p> <p>Attitudes to mental health and wellbeing; the stigma of mental health; the impacts of social media on MH; managing challenges; seeking support from others; self- help.</p>	<p><b>First Aid</b></p> <p>CPR introduction; head injuries; bleeding; choking.</p>	<p><b>Safe Relationships</b></p> <p>Choices around sex; contraception; right to consent; capacity to consent.</p>	<p><b>Resilience</b></p> <p>What is self-talk?; promoting positive thinking styles; putting thoughts and problems into perspective.</p>	<p><b>Moving on</b></p> <p>Feelings and changes about transition; coping with change; goals for the future; routes into careers; routes into apprenticeships and higher education; employment sector data; mapping future career needs of the area.</p>