



Personal, Social, Health and Economic Education (PSHEE) Curriculum Summary

The main aim of the PSHEE curriculum is to help children grow emotionally and socially. This teaching cannot be limited to a curriculum or a timetabled lesson. The emotional and social development of each child is at the heart of daily school life and the pastoral care of all children at St John's. As the children become more self-aware, they are encouraged to develop a sense of empathy and the qualities of good citizenship. Although there are timetabled lessons each week, the content of the lessons may deviate from the curriculum in order to address a specific issue which may arise as part of the children's experiences of daily living and social interaction at school.

Pupil forums and charities' committees give the children in year two to year eight an opportunity to make decisions and take a lead in the wider community and with charitable and environmental projects. They are able to put their intellectual knowledge of PSHEE into practice. At St John's we aim to meet the developmental needs of all our pupils, with regard to the learning of spiritual, moral, social, health (physical and mental) and cultural skills.

The school, in consultation with a child psychotherapist, has developed a specialised Personal and Social Education curriculum for our younger pupils (Year 4 and below). Now expanded to include the Pre-School, this part of the PSHEE curriculum is called Emotions for Learning (E4L). Please see the E4L Curriculum Summary for further details.

Relationships Education has been compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) for all pupils receiving secondary education, since September 2020. Revised statutory guidance came into effect on 1 September 2026.

In preparing the school's curriculum in response to the revised guidance, parents, staff, pupils, and representatives from a selection of secondary schools were consulted. Consideration was given to the selection and sequencing of secondary curriculum content taught to pupils in Years 7 and 8. All statutory primary Relationships Education content is taught in full to younger pupils. The views of parents and pupils continue to inform the regular review and delivery of the curriculum.

Parents are informed in advance of teaching about puberty and reproduction and are welcome to view all teaching materials. The school has a separate RSE policy, which is available on the school website.

All teachers who deliver PSHEE regularly review and update their lessons to ensure that the content remains accurate, relevant, age-appropriate, and responsive to current issues and the needs of the pupils in their care. Appropriate adaptations are made to ensure that the curriculum is accessible to all pupils, including those with special educational needs and disabilities (SEND). Where appropriate, this planning may take place in consultation with a pupil's personal assistant.

The Head of Department works closely with those who teach PSHEE to review the schemes of work and ensure that pupils receive current, reliable information and advice. The PSHEE curriculum also supports pupils' spiritual, moral, social and cultural development and is planned with due regard to the Equality Act 2010.

At the beginning of each term, pupils revisit their safety network. They identify the trusted adults and peers they could approach if they were in trouble or had a worry. Pupils are also encouraged to consider practical steps they could take and sources of support they could access in difficult situations, including experiences of loneliness, bullying or racism.

Key skills and content taught in PSHEE and computing lessons

Pre-school to Form 2 (Year 4)

Children follow the E4L scheme (emotions for learning), which is embedded across the curriculum and has its own policy. Online safety is also taught through Computing lessons.

Key areas of internet safety include:

- Healthy and balanced internet use
- Kind and respectful online behaviour
- Age restrictions for apps and games
- Protecting personal information
- Recognising unreliable or upsetting content
- Reporting concerns to a trusted adult

Form 2 (Year 4) content in addition the E4L programme

- Tai Chi, mindfulness and developing inner calm
- Building physical strength and resilience through movement
- The importance of sleep and rest
- Keeping the body healthy and maintaining a balanced lifestyle
- Fire safety, including preventing burns and staying safe around fireworks
- Rail and transport safety
- Staying safe when travelling and taking trips
- Understanding the choices involved in saving, spending and borrowing money
- Introduction to budgeting and making responsible financial decisions

Form 3 – Year 5

- Positive friendships, resolving difficulties and creating a supportive class community
- Anti-bullying, kindness and inclusion
- Individuality, personal interests and respecting differences
- Diverse families, identity and belonging
- Online wellbeing, balanced screen use and online/offline relationships
- Recognising and reporting harmful online content or contact
- Teamwork, leadership, responsibility and decision-making
- Communities, sustainability and how services support different people

Form 4 – Year 6

- Emotional wellbeing, emotions, loneliness and seeking support
- Coping with change, loss and bereavement
- Mindfulness
- Healthy eating, sleep, hygiene, dental health and sun safety
- Germs, illness, vaccinations and immunisation
- Risks associated with harmful substances
- Puberty and associated physical and emotional changes
- Democracy, Parliament and Fundamental British Values
- Equality, protected characteristics and challenging prejudice
- Online privacy, social-media age restrictions and digital footprints
- Gaming, gambling, scams, targeted content and financial risks online
- Careers, aspirations and future pathways
- Courtesy, manners, respectful behaviour and anti-bullying

Form 5 – Year 7

- Legal and illegal drugs and responsible decision-making
- Online misinformation, AI-generated content and harmful material
- Privacy, personal data, targeted advertising and responsible sharing
- Managing online disagreements and preventing conflict from escalating
- Money management, saving, budgeting and financial responsibility
- Enterprise through the Grow a Pound challenge
- Anti-bullying, kindness and inclusion
- Physical and mental wellbeing, nutrition, sleep and hygiene
- Vaccinations, medical decisions and taking responsibility for health
- First aid, CPR, defibrillators and responding to emergencies
- Law, rights and responsibilities
- Consent, protected characteristics and medical consent
- Grooming, exploitation, gambling, hate crime and weapon-related risks
- Marriage, civil partnerships, parenting and stable relationships
- Forced marriage and the legal responsibilities connected with family life
- A five-lesson sequence on gender roles covering banter, hierarchies and humour, humiliation and anger, self-regulation, and behaviour during football and competition.

Form 6 – Year 8

- Positive mental and physical wellbeing
- Exercise, sleep, kindness and healthy relationships
- Leadership, responsibility and preparing to be the oldest pupils in the School
- Healthy phone use, screen time and balanced online behaviour
- Alcohol education through the Smashed Online programme
- Anti-bullying, kindness and inclusion
- Careers, skills, interests and future pathways
- Fundamental British Values, protected characteristics and citizenship
- Online scams, fake websites, fraudulent emails and sextortion
- Deepfakes, personal-data collection and the risks associated with AI chatbots

- Mindfulness
- Consent, personal boundaries, communication and respect
- Sexuality, gender, stereotypes and prejudice
- Power imbalances and ethical behaviour within relationships
- The law relating to consent and the sharing of indecent images
- Resisting pressure, making informed decisions and seeking support
- Preparation for transition through the Form 6 leavers' programme