

	Day 1	Day 2	Day 3	Day 4	Day 5
Y5	1 - road safety and respect for the environment [Safety and respect in the environment]	1 - mental health: recognising problems and staying healthy [Mental health]	3 - world cultures [global community]	2 - bullying: recognising and stopping it [Bullies not welcome] - INCLUDES 1 HOUR 40 MIN SESSION IN THE AFTERNOON ON ESAFETY (RC)	3 - enterprise: team work, building together [Let's work together]
Y6	1+2 - puberty and emotional changes, and recognising risky behaviours [How I change]	3 - days that changed the world [global community]	3 - enterprise: team challenges [Enterprising team challenges]	1+2 - virtual reality and online safety and online risk - INCLUDES 1 HOUR 40 MIN SESSION IN THE AFTERNOON ON ESAFETY (RC)	2 - social awareness and equal rights [Social equality]
Y7	3 - diversity, racism and responding to positive and negative relationships [Celebrating diversity]	1 - Mental Health [keeping myself fit and healthy] - INCLUDES 1 HOUR 40 MIN SESSION IN THE AFTERNOON ON ESAFETY (RC)	3 - rights and responsibilities - [Having my say]	2 - global community - differences and similarities [It's a small world]	1 – Alcohol and healthy lifestyles: alcohol and healthy lifestyles and emergency: risk management, first aid and healthy diet.
Y8	2 - managing change and your own identity [Changes and identity]	3 - it's the law! [how do we pass laws and why do we have them] - INCLUDES 1 HOUR 40 MIN SESSION IN THE AFTERNOON ON ESAFETY (RC)	1 + 2 - what's love got to do with it? Sex and relationships, consent and STIs	1 - drugs education [Drugs education]	3 - personal finance and managing money and enterprise [Looking after my finances]

Scope

Coherence

Rigour

Sequencing

1 = core theme - health and wellbeing, 2 = core theme - relationships, 3 = core theme - living in a wider world

Analyse and justify the sequencing:

- Does new topic knowledge use prior knowledge to inform access to content and concepts covered?
- What is each element doing to make accessible the content in subsequent years/phases?
- Is it logical and coherent with small enough component steps to achieve ambitious end points?
- Where can typical learning gaps be filled in? (What provision has been made for this in how the curriculum is sequenced?)

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End Points: Aims and Knowledge in Evidence (per year/per key stage):

KS2

Health and wellbeing – mental health (recognising problems and staying healthy) and puberty. Being safe and happy online. Keeping safe in the environment.

Relationships – recognising risky behaviours and emotional changes, bullying and stopping it. Relationship with the online world. Social awareness and equal rights.

Living in a wider world – World cultures and key events that have shaped our world. Enterprise challenges for individual to develop key “bespoke” skills.

KS3

Health and wellbeing – mental health, healthy lifestyles and healthy eating. How to manage risk. Drugs and alcohol education. Sex and relationships education (develop healthy personal relationships, consent, contraception and sexually transmitted infections).

Relationships – What constitutes an acceptable, healthy relationship. Living in a global community. Managing personal change and your own identity. Racism and responding to positive and negative relationships.

Living in a wider world - Celebrating diversity, differences and similarities in a global community. The rule of law and why it's important to a stable society. Personal finances and managing money. Enterprise.

Curriculum Intent statement:

PSHE at Swanmead is designed to be dynamic in structure that reflects the needs of the pupils at any given time, whilst ensuring that they develop the necessary skills to be productive and informed members of society. To this end, we endeavour to deliver a curriculum that develops the child as a whole which promotes wellbeing, and how to recognise potential hazards as they go through life. Educating children about aspects of mental health alongside physical health and how to ensure that they are meeting these criteria are essential to this end. This aspect is a cornerstone to understanding themselves at a personal level and how themselves as an individual, are important members to society at all levels. This in turn allows for the understanding about how they are expected to work within societies rules and what can happen when individual, groups and/or nations choose to not respect others. Within this structure the understanding and appreciation of cultures that are not commonly encountered within the pupils' everyday lives encourage exposure and allow them to experience of a more global community. Throughout PSHE at Swanmead, British values weave a thread that helps to bind the personal and sociological development of our children so that they emerge as well informed, globally aware and healthy members of the community.

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