



# PSHE Program of Study

## Daffodil Preparatory School

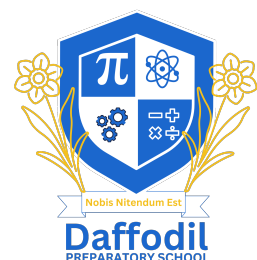
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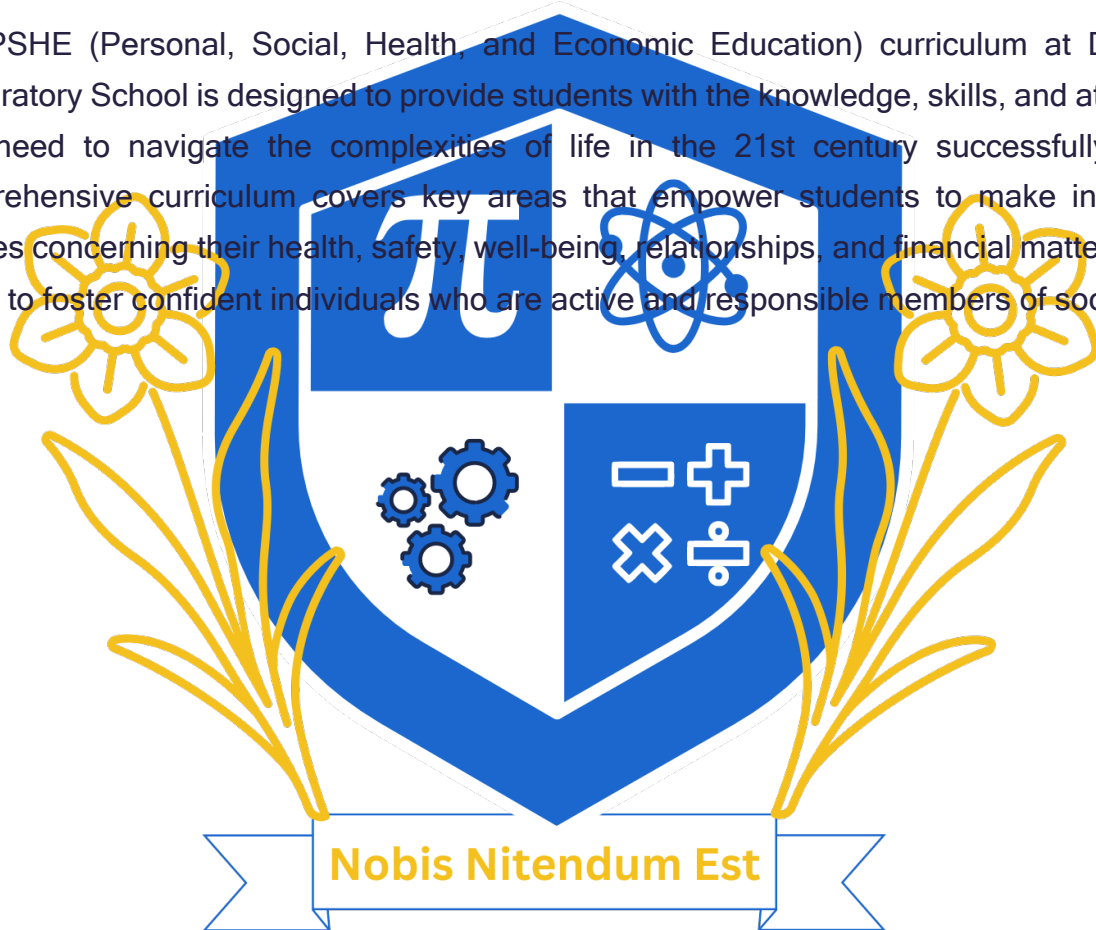
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Our PSHE (Personal, Social, Health, and Economic Education) curriculum at Daffodil Preparatory School is designed to provide students with the knowledge, skills, and attitudes they need to navigate the complexities of life in the 21st century successfully. This comprehensive curriculum covers key areas that empower students to make informed choices concerning their health, safety, well-being, relationships, and financial matters. Our aim is to foster confident individuals who are active and responsible members of society.



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## INTENT:

At Daffodil Preparatory School, we have adopted Kapow Primary's PSHE scheme of work. This scheme aligns with the requirements of the National Curriculum (2014) and promotes the four fundamental British values: democracy, the rule of law, respect and tolerance, and individual liberty. Quality PSHE and RSE (Relationships, Health, and Sex Education) teaching is vital in fulfilling our duty of care regarding safeguarding, as outlined in "Keeping Children Safe in Education". It emphasizes teaching children how to keep themselves and others safe, including online safety. Our curriculum also adheres to the Relationships Health and Sex Education statutory guidance set out by the Department for Education.

In response to updates on child-on-child abuse in Part 5 of "Keeping Children Safe in Education", our curriculum introduces and revisits concepts of personal boundaries, consent, and communication of boundaries with others. This prepares pupils for the challenges and responsibilities they will encounter in the future.

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## IMPLEMENTATION:

Our PSHE curriculum is carefully structured to ensure a well-sequenced approach to learning from Year 1 through Year 6. Families and Relationships, Health and Wellbeing, Citizenship, Safety and the Changing Body, Economic Well-Being, and Transition. This approach ensures that topics are logically ordered and consider the changing needs and maturity of the students. We make adaptations and enhancements as necessary to address students' evolving needs and context.

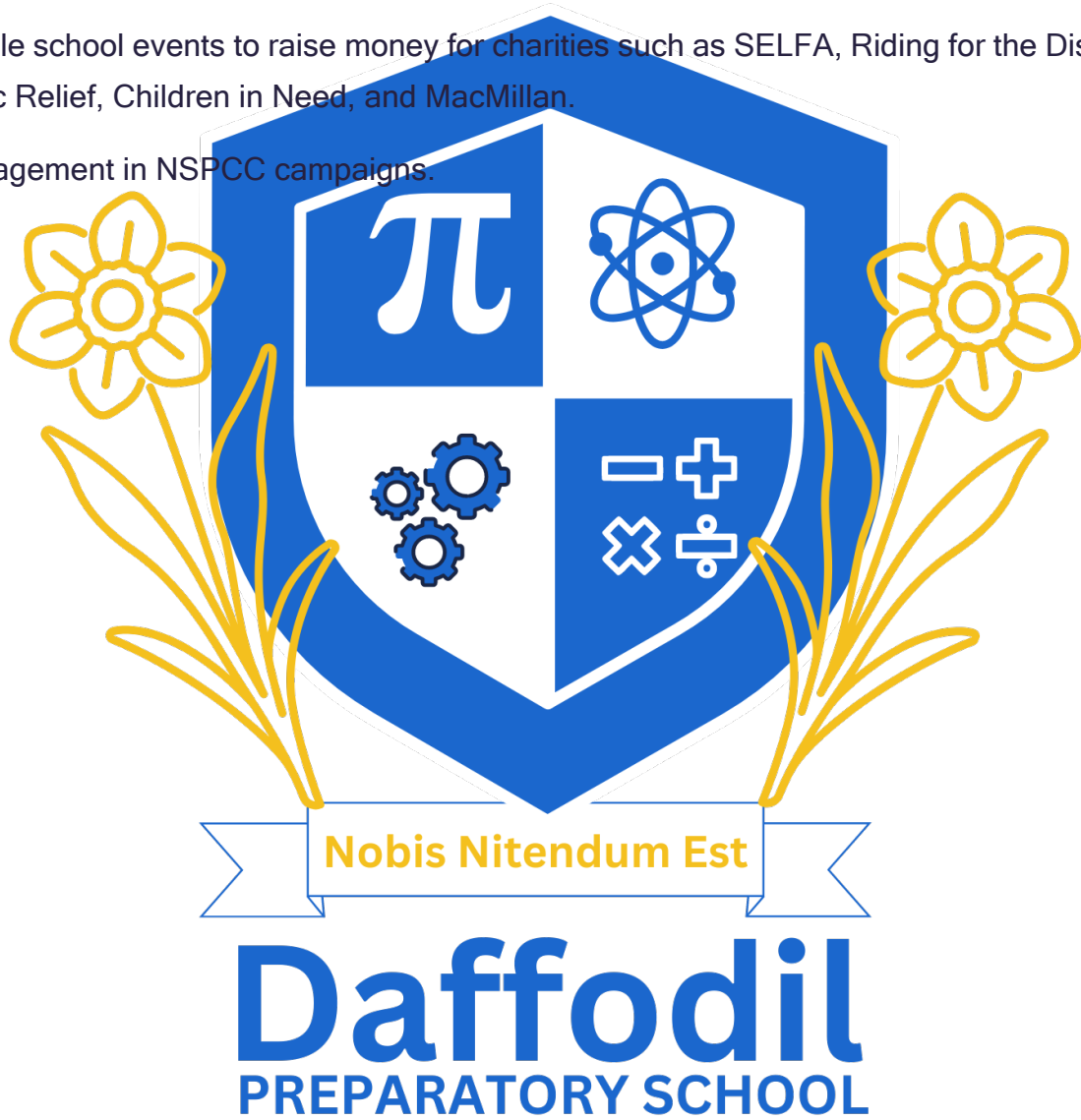
We follow a two-year rolling program, taking into account mixed-age group classes within the school. Each area is revisited to enable students to build on prior learning, and the lessons provide a progressive program. While our lessons align with the statutory requirements for Relationships and Health education, we go beyond these requirements, particularly in the Citizenship and Economic Well-Being areas, by referring to the PSHE Association Programme of Study recommended by the DfE. Lessons are taught in dedicated weekly sessions, and additional weekly Circle Time sessions are provided. We adapt lessons as needed to meet the needs of all students, including those with Special Educational Needs and Disabilities (SEND).

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Our PSHE curriculum is enriched through various means, including:

- Co-operative Learning, which is a structured program used throughout the school to teach students strategies for collaboration and improving their learning.
- Visits from external professionals such as the school nurse, police, fire service, and the Dogs Trust.
- Participation in mock general elections and a mock EU referendum.
- Student involvement in the selection of house captains and school council representatives.
- The Fairtrade Committee.
- Energy Monitors.
- Participation in themed weeks such as Anti-bullying Week, British Parliament Week, Wellbeing Week, and Internet Safety Week.

- Whole school events to raise money for charities such as SELFA, Riding for the Disabled, Comic Relief, Children in Need, and MacMillan.
- Engagement in NSPCC campaigns.



# RELATIONSHIPS AND HEALTH EDUCATION (STATUTORY) AND SEX EDUCATION (NON-STATUTORY):

Our Relationships and Sex education is integrated into the themes 'Families and Relationships' and 'Safety and the Changing Body' in line with DfE recommendations. Sex education is introduced only in Year 6, where it is defined as understanding how a baby is conceived, develops, and is born.



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# PROGRESSION

	Year 1/2	Year 3/4	Year 5/6
<b>Families and relationships</b>			
Family	<ul style="list-style-type: none"> <li>To understand that families look after us.</li> <li>To know some words to describe how people are related (eg. aunty, cousin)</li> <li>To know that some information about me and my family is personal.</li> <li>To know that families can be made up of different people.</li> <li>To know that families may be different to my family.</li> </ul>	<ul style="list-style-type: none"> <li>To know that families are varied in the UK and across the world (<i>including issues about stereotyping</i>)</li> <li>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> </ul>	<ul style="list-style-type: none"> <li>To know that marriage is a legal commitment and is a choice people can make.</li> <li>To know that if I have a problem, I can call ChildLine on 0800 1111</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>To understand some characteristics of a positive friendship.</li> <li>To understand that friendships can have problems but that these can be overcome.</li> <li>To know some problems which might happen in friendships.</li> <li>To understand that some problems in friendships might be more serious and need addressing.</li> </ul>	<ul style="list-style-type: none"> <li>To know that violence is never the right way to solve a friendship problem.</li> <li>To know that bullying can be physical or verbal.</li> <li>To know that bullying is repeated, not a one off event.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> </ul>	<ul style="list-style-type: none"> <li>To know what attributes and skills make a good friend.</li> <li>To understand what might lead to someone bullying others.</li> <li>To know what action a bystander can take when they see bullying.</li> <li>To know that a conflict is a disagreement or argument and can occur in friendships.</li> <li>To understand the concepts of negotiation and compromise.</li> </ul>
		<ul style="list-style-type: none"> <li>To understand that everyone has the right to decide what happens to their body.</li> </ul>	
Respectful Relationships	<ul style="list-style-type: none"> <li>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> <li>To understand some ways people show their feelings.</li> <li>To understand what good manners are.</li> <li>To understand some gender stereotypes related to jobs.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are similarities and differences between people.</li> <li>To understand some stereotypes related to age.</li> <li>To understand some stereotypes related to disability.</li> <li>To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>To understand the courtesy and manners which are expected in different scenarios.</li> <li>To know the signs of a good listening.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what respect is.</li> <li>To understand that everyone deserves respect but respect can be lost.</li> <li>To know that stereotypes can be unfair, negative and destructive.</li> <li>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> <li>To understand that stereotypes can lead to bullying and discrimination</li> <li>To understand that positive attributes are the good qualities that someone has.</li> </ul>
Change and Loss	<ul style="list-style-type: none"> <li>To know that there are ways we can remember people or events</li> </ul>	<ul style="list-style-type: none"> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that loss and change can cause a range of emotions.</li> <li>To know that grief is the process people go through when someone close to them dies.</li> </ul>
Vocabulary	Emotions, friendship, stereotype, family, problem, manners, love, respect	Bullying, communicate, empathy, trust, sympathy, bereavement, boundaries, bystander, permission	Attributes, cyberbullying, marriage, authority, grief/grieving, resolve, expectation, discrimination



My Health and Wellbeing	Year 1/2	Year 3/4	Year 5/6
Health and Prevention	<ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that food and drinks with lots of sugar are bad for my teeth.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To know key facts about dental health.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the risks of sun exposure.</li> <li>To understand that vaccinations can give us protection against disease.</li> <li>To know that changes in the body could be possible signs of illness</li> </ul>
Physical Health and Wellbeing	<ul style="list-style-type: none"> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To understand the importance of exercise to stay healthy.</li> <li>To understand the balance of foods we need to keep healthy.</li> <li>To know that breathing techniques can be a useful strategy to relax.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know that visualisation means creating an image in our heads.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>To know that relaxation stretches can help us to relax and de-stress.</li> <li>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>To know that what we do before bed can affect our sleep quality.</li> <li>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)</li> <li>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>To know the words to describe some positive and negative emotions.</li> <li>To know that we can feel more than one emotion at a time.</li> <li>To know that strengths are things we are good at.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that mistakes can help us to learn.</li> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what can cause stress. To understand that failure is an important part of success.</li> <li>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the</li> </ul>
	<ul style="list-style-type: none"> <li>To know that qualities describe what we are like.</li> <li>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different job roles need different skills and so some roles may suit me more than others.</li> <li>To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>To know who can help if we are worried about our own or other people's mental health.</li> <li>To understand what a problem or barrier is and that these can be overcome.</li> </ul>	<p>effects technology can have on mental health.</p>



Vocabulary	Allergic, germs, relaxation, diet, exercise, strengths, hygiene	Barriers, resilience, fluoride, mental health, visualise, decay	Antibodies, habit, vaccination, responsibility, steps
<b>Safety and the changing body</b> Being Safe (including online)	<b>Year 1/2</b> <ul style="list-style-type: none"> <li>To know that some types of physical contact are never appropriate.</li> <li>To know the PANTS rule.</li> <li>To understand the difference between secrets and surprises.</li> <li>To know what to do if I get lost.</li> <li>To know that a hazard is something which could cause an accident or injury.</li> <li>To know that I should tell an adult if I see something which makes me uncomfortable online.</li> </ul>	<b>Year 3/4</b> <ul style="list-style-type: none"> <li>Developing skills as a responsible digital citizen.</li> <li>To understand that there are risks to sharing things online.</li> <li>To know the difference between private and public.</li> <li>To understand that cyberbullying is bullying which takes place online.</li> <li>To know the signs that an email might be fake.</li> </ul>	<b>Year 5/6</b> <ul style="list-style-type: none"> <li>To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>To know some of the possible risks online.</li> <li>To understand that online relationships should be treated in the same way as face to face relationships.</li> <li>To know where to get help with online problems.</li> </ul>
	<ul style="list-style-type: none"> <li>To know the rules for crossing the road safely.</li> </ul>		
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>To know that medicine can help us when we are ill.</li> <li>To understand that we should only take medicines when a trusted adult says we can</li> </ul>	<ul style="list-style-type: none"> <li>To understand that other people can influence our choices.</li> <li>To understand the risks associated with smoking tobacco</li> </ul>	<ul style="list-style-type: none"> <li>To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>To understand the risks associated with drinking alcohol.</li> </ul>
The changing body	<ul style="list-style-type: none"> <li>To know the names of parts of my body including private parts.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the process of the menstrual cycle.</li> <li>To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>To know that puberty happens at different ages for different people.</li> <li>YEAR 6: To understand how a baby is conceived and develops</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>To know that the emergency services are the police, fire service and the ambulance service.</li> </ul>	<ul style="list-style-type: none"> <li>To know that it is important to maintain the safety of myself and others, before giving first aid.</li> <li>To know that bites or stings can sometimes cause an allergic reaction.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to assess a casualty's condition.</li> <li>To know how to conduct a primary survey.</li> </ul>
Vocabulary	Medicine, hazards, safe, unsafe, emergency Body parts: vagina, testicles/testes	Cyberbullying, anaphylaxis, casualty, influence, injuries tobacco, asthma,	wet dreams, menstruation, ejaculation, erection, attraction, alcohol, trolling

			<p>Body parts – bladder, cervix, clitoris, egg/ova, nipples, scrotum, ovary, fallopian tube, labia, pubic hair, womb, puberty, genitals, breasts</p> <p>YEAR 6 only; fertilisation, sexual intercourse, conception</p>
Citizenship	Year 1/2	Year 3/4	Year 5/6

	<ul style="list-style-type: none"> <li>To know the rules in school.</li> <li>To know some of the different places where rules apply.</li> <li>To understand that everyone has similarities and differences (<i>celebrating differences in ourselves and others -skin, hair, eyes, etc</i>)</li> <li>To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>To know some of the jobs people do to look after the environment in school and the local community.</li> <li>To know that different pets have different needs.</li> <li>To understand the needs of younger children and that these change over time.</li> <li>To know that voting is a fair way to make a decision.</li> <li>To understand how democracy works in school through the school council.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how recycling can have a positive impact on the environment.</li> <li>To know that the local council is responsible for looking after the local area.</li> <li>To know that elections are held where adults can vote for local councillors.</li> <li>To know that reusing items is of benefit to the environment.</li> <li>To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>To understand some of the consequences of breaking rules.</li> <li>To understand the role of charities in the community.</li> <li>To know that there are a number of groups which make up the local community.</li> <li>To understand the UN Convention on the Rights of the Child, (<i>including the right to freedom of expression and freedom of thought, belief and religion.</i>)</li> <li>To respect and appreciating diversity and difference (<i>including race, religion, gender, disability</i>) in our own and other communities</li> </ul>	<ul style="list-style-type: none"> <li>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</li> <li>To know that education is an important human right.</li> <li>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know what happens when someone breaks the law.</li> <li>To understand the waste hierarchy.</li> <li>To know that prejudice is making assumptions about someone based on certain information (focus on race, religion and gender)</li> <li>To know that discrimination is treating someone differently because of certain factors (<i>focus on race, religion and gender</i>)</li> <li>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> <li>To know that our food choices can affect the environment</li> </ul>
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		<ul style="list-style-type: none"> <li>To understand that everyone should be treated equally and given the same opportunities.</li> </ul>	
Vocabulary	Democracy, vote, opinion, school council, community	Consequence, law, Human rights, council/counsellor, recycle/reuse diversity, respect, equal	Conflict, earn, parliament, government, pressure group, prejudice, discrimination,

## PARENT/CARER CONSULTATION:

We believe in involving parents and carers in the development of our Relationships Health and Sex Education Policy and curriculum. During the summer term of 2023, we conducted a consultation with parents and carers about changes to our policy and curriculum. Following the consultation, we finalized the policy and curriculum, and these documents are available on our website. Paper copies can be requested from the school office.



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## IMPACT:

Our assessment process allows teachers to identify students who have met or exceeded learning intentions for each lesson and those who may require additional support. Each unit also includes assessment quizzes to measure progress and identify any learning gaps. We revisit and recap these gaps at the start of lessons, and in some cases, individual students may be recommended for specific interventions to support their learning. We also use pupil voice surveys and the biennial Health and Well-being Survey: Growing Up in North Yorkshire to inform our curriculum design and evaluate its impact on our students.



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