



PSHE Policy

(including Relationships and
Health Education - RHE)

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Statement of intent

At William Reynolds Primary School and Nursery, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. The curriculum covers key areas which will support children to make informed choices now, and in the future, around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. In addition, the curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. We believe that quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Legal framework

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy (included within this policy) to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- The Equality Act 2010
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Anti-bullying Policy
- Behaviour Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.

- Acting as a positive role model for all pupils and staff members.

Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Curriculum organisation

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The school has chosen to use the Kapow Primary RSE and PSHE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

Programme of study

William Reynolds Primary School and Nursery follow the Kapow Scheme of Work for PSHE and RHE. The programme of study sets out learning opportunities for EYFS, KS1 and KS2, based on five key areas:

1. **Family and Relationships** - Learning how to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
2. **Health and Wellbeing** - Learning strategies for looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.
3. **Safety and the Changing Body** - Learning how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.
4. **Citizenship** - Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.
5. **Economic Wellbeing** - Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
6. **Identity** - Year 6 only - Considering what makes us who we are whilst learning about body image.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	Responsibility <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions 	Responsibility <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council • Giving my opinion 	Responsibility <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules 	Responsibility <ul style="list-style-type: none"> • What are human rights? • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities Democracy <ul style="list-style-type: none"> • Local councillors 	Responsibility <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet Community <ul style="list-style-type: none"> • Contributing to the community • Pressure groups Democracy <ul style="list-style-type: none"> • Parliament 	Responsibility <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others Community <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity Democracy <ul style="list-style-type: none"> • National democracy
Economic wellbeing	Money <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations <ul style="list-style-type: none"> • Jobs in school 	Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Looking after money Career and aspirations <ul style="list-style-type: none"> • Jobs 	Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	Money <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations <ul style="list-style-type: none"> • Stereotypes in the workplace 	Money <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling Career and aspirations <ul style="list-style-type: none"> • What jobs are available • Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> • What is identity • Identity and body image

Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through knowledge catchers at the start of a unit and unit quizzes at the end of the unit.

Withdrawal from lessons

All the content outlined above, other than two Year 6 sessions, are statutory and therefore all children should be taught it. Parents **do not** have the right to withdraw from any of the statutory content on either relationships or health. They only have the right to withdraw from sex education content we choose to teach, apart from National Curriculum Science.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance (DFE, 2020) states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

The Kapow Primary scheme of work includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely.

The government is very clear that they want children with special educational needs and disabilities (SEND) to be included in these lessons.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their individual characteristics.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with relevant safeguarding policies and procedures.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Monitoring and review

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

Appendices

Weekly long-term plans - hyperlink to Kapow website



Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

Week	Autumn	Spring	Summer
Week 1	Self-regulation: My feelings (6 lessons) Lesson 1: Identifying my feelings	Managing self: Taking on challenges (6 lessons) Lesson 1: Why do we have rules?	Building relationships: My family and friends (6 lessons) Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	Building relationships: Special relationships (6 lessons) Lesson 1: My family	Self-regulation: Listening and following instructions (6 lessons) Lesson 1: Simon says	Managing self: My wellbeing (6 lessons) Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food



Suggested long-term plan: RSE & PSHE - Outline (Year 1)

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (7 lessons) Lesson 1: What is family?	Lesson 6: Sun safety	Lesson 2: Caring for others: Animals
Week 2	Lesson 2: What are friendships?	Lesson 7: Allergies	★ Optional: Extend the unit by visiting a farm or a different animal-centre to learn more about animal care.
Week 3	Lesson 3: Recognising other people's emotions	Lesson 8: People who help keep us healthy	Lesson 3: The needs of others
Week 4	Lesson 4: Working with others	Safety and the changing body (8 lessons) Lesson 1: Adults in school	Lesson 4: Similar, yet different
Week 5	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 5: Belonging
Week 6	Lesson 6: Healthy friendships	Lesson 3: Getting lost	Lesson 6: Democratic decisions
Week 7	Lesson 7: Gender stereotypes	Lesson 4: Making an emergency phone call	Economic wellbeing (6 lessons) Lesson 1: What is money?
Week 8	Health and wellbeing (8 lessons) Lesson 1: Understanding my emotions	Lesson 5: Appropriate contact	Lesson 2: Keeping money safe
Week 9	Lesson 2: What am I like?	Lesson 6: Safety with substances	Lesson 3: What is a bank?
Week 10	Lesson 3: Ready for bed	Lesson 7: Safety at home	Lesson 4: Saving and spending
Week 11	Lesson 4: Relaxation	Lesson 8: People who help keep us safe	Lesson 5: Jobs in school
Week 12	Lesson 5: Hand washing and personal hygiene	Citizenship (6 lessons) Lesson 1: Rules	Lesson 6: Jobs out of school
Transition			Transition lesson Individual strengths and new skills

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (7 lessons) Lesson 1: Families offer stability and love	Lesson 7: Looking after our teeth	Lesson 3: Our local environment
Week 2	Lesson 2: Families are all different	Safety and the changing body (8 lessons) Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
Week 3	Lesson 3: Other people's' feelings	Lesson 2: Communicating online	Lesson 5: Similar yet different - my local community
Week 4	Lesson 4: Unhappy friendships	Lesson 3: Secrets and surprises	Lesson 6: School council
Week 5	Lesson 5: Introduction to manners and courtesy	Lesson 4: Appropriate contact: My private parts	Lesson 7: Giving my opinion
Week 6	Lesson 6: Change and loss	Lesson 5: Appropriate contact: My private parts are private	★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning)
Week 7	Lesson 7: Gender stereotypes: Careers and jobs	Lesson 6: My personal boundaries	Economic wellbeing (6 lessons) Lesson 1: Where does money come from?
Week 8	Health and wellbeing (7 lessons) Lesson 1: Experiencing different emotions	Lesson 7: Road safety	Lesson 2: Exploring wants
Week 9	Lesson 2: Being active	Lesson 8: Crossing roads safely	Lesson 3: Exploring needs
Week 10	Lesson 3: Relaxation: Breathing exercise	Lesson 9: Staying safe with medicine	Lesson 4: Bank cards and accounts
Week 11	Lesson 4: Steps to success	Citizenship (7 lessons) Lesson 1: Rules beyond school	Lesson 5: My skills and talents
Week 12	Lesson 5: Developing a growth mindset	Lesson 2: Our school environment	Lesson 6: Everyone is welcome
Week 13	Lesson 6: Healthy diet		
Transition	Transition lesson Change		

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Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Healthy families	Lesson 6: Communicating my feelings - coming soon!	Lesson 3: Recycling
Week 2	Lesson 2: Friendship conflict	Lesson 7: Diet and dental health	Lesson 4: Local community groups
Week 3	Lesson 3: Friendship conflict versus bullying	Safety and the changing body (8 lessons) Lesson 1: First Aid: Emergencies and calling for help	Lesson 5: Charity
Week 4	Lesson 4: Effective communication	Lesson 2: First Aid: Bites and stings	Lesson 6: Local democracy
Week 5	Lesson 5: Learning who to trust	Lesson 3: Be kind online	Lesson 7: Rules
Week 6	Lesson 6: Respecting differences in others	Lesson 4: Cyberbullying	★ Extend the unit, or set up a mock election to demonstrate how democracy works.
Week 7	Lesson 7: Stereotyping gender	Lesson 5: Fake emails	Economic wellbeing (6 lessons) Lesson 1: How can we pay for something?
Week 8	Lesson 8: Stereotyping age	Lesson 6: Making choices	Lesson 2: Budgeting
Week 9	Health and wellbeing (6 lessons) Lesson 1: My healthy diary	Lesson 7: Influences	Lesson 3: Understanding our feelings about money
Week 10	Lesson 2: Relaxation	Lesson 8: Keeping safe out and about	Lesson 4: Impact of spending
Week 11	Lesson 3: Wonderful me	Citizenship (7 lessons) Lesson 1: Rights of the child	Lesson 5: Career quest
Week 12	Lesson 4: My superpowers	Lesson 2: Rights and responsibilities	Lesson 6: Can anyone be anything?
Week 13	Lesson 5: Resilience breaking down barriers		
Transition	Transition lesson Coping strategies		

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Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Respect and manners	Lesson 5: My happiness	Citizenship (6 lessons) Lesson 1: What are human rights?
Week 2	Lesson 2: Healthy friendships	Lesson 6: Emotions	Lesson 2: Caring for the environment
Week 3	Lesson 3: How my behaviour affects others	Lesson 7: Mental health	Lesson 3: Community
Week 4	Lesson 4: Bullying	Safety and the changing body (8 lessons) Lesson 1: Internet safety: Age restrictions	Lesson 4: Contributing
Week 5	Lesson 5: Stereotypes: Gender	Lesson 2: Share aware	Lesson 5: Diverse communities
Week 6	Lesson 6: Stereotypes: Disability	Lesson 3: First Aid: Asthma	Lesson 6: Local councillors
Week 7	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy	Economic wellbeing (6 lessons) Lesson 1: Navigating feelings about money
Week 8	Lesson 8: Change and loss	Lesson 5: Consuming information online	Lesson 2: Keeping money safe
Week 9	Health and wellbeing (7 lessons) Lesson 1: Looking after our teeth	Lesson 6: Growing up	Lesson 3: Imagining our financial future
Week 10	Lesson 2: Relaxation: Visualisation	Lesson 7: Introducing puberty	Lesson 4: The risks of gambling
Week 11	Lesson 3: Celebrating mistakes	Lesson 8: Tobacco	Lesson 5: Workplace environments
Week 12	Lesson 4: Meaning and purpose: My role	★ Extend the unit, or allow children time to explore the Thinkuknow website about online safety	Lesson 6: Career routes
Transition			Transition lesson Setting goals

Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSE & PSHE		
Week 1	Family and relationships (8 lessons) Lesson 1: Build a friend	Lesson 5: Taking responsibility for my feelings	Lesson 3: Protecting the planet
Week 2	Lesson 2: Friendship skills	Lesson 6: Healthy meals	Lesson 4: Contributing to the community
Week 3	Lesson 3: Marriage	Lesson 7: Sun safety	Lesson 5: Pressure groups
Week 4	Lesson 4: Respecting myself	Safety and the changing body (7 lessons) Lesson 1: Online friendships	Lesson 6: Parliament
Week 5	Lesson 5: Family life	Lesson 2: Staying safe online	★ Optional: Extend the unit by spending time looking at the activities in the Parliament booklets available to order here .
Week 6	Lesson 6: Bullying	Lesson 3: Puberty	Economic wellbeing (6 lessons) Lesson 1: How can we make our money stretch further?
Week 7	Lesson 7: Stereotyping: gender	Lesson 4: Menstruation	Lesson 2: How should I budget for the week?
Week 8	Lesson 8: Stereotypes: Race and religion	Lesson 5: Emotional changes in puberty	Lesson 3: Borrowing and loaning
Week 9	Health and wellbeing (7 lessons) Lesson 1: Relaxation: Yoga	Lesson 6: First Aid: Bleeding and head injuries.	Lesson 4: Risks handling money online
Week 10	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco: Making decisions	Lesson 5: Why challenge workplace stereotypes?
Week 11	Lesson 3: Embracing failure	Citizenship (6 lessons) Lesson 1: Breaking the law	Lesson 6: Finding a suitable career
Week 12	Lesson 4: Going for goals	Lesson 2: Rights and responsibilities	
Transition			Transition lesson: Roles and responsibilities

Week	Autumn	Spring	Summer
Introduction	Introductory lesson: Setting rules and signposting		
Week 1	Family and relationships (6 lessons) Lesson 1: Respect	Lesson 7: Good and bad habits	Lesson 3: Caring for others
Week 2	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
Week 3	Lesson 3: Stereotypes: Attitudes	Safety and the changing body (8 lessons) Lesson 1: Alcohol	Lesson 5: Valuing diversity
Week 4	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
Week 5	Lesson 5: Resolving conflict	Lesson 3: Social media	Economic wellbeing (6 lessons) Lesson 1: Navigating feelings about money
Week 6	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of puberty	Lesson 2: Keeping money safe
Week 7	Health and wellbeing (8 lessons) Lesson 1: What can I be?	Lesson 5: Conception <i>Parents have a right to withdraw their child from part of this lesson</i>	Lesson 3: Imagining our financial future
Week 8	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth <i>Parents have a right to withdraw their child from this lesson</i>	Lesson 4: The risks of gambling
Week 9	Lesson 3: Taking responsibility for my health	Lesson 7: First Aid: Choking	Lesson 5: Workplace environments
Week 10	Lesson 4: The impact of technology on health	Lesson 8: First Aid: Basic life support	Lesson 6: Career routes
Week 11	Lesson 5: Resilience toolbox	Citizenship (6 lessons) Lesson 1: Human rights	Identity (2 lessons) Lesson 1: What is identity?
Week 12	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	Lesson 2: Identity and body image
Transition			Transition lesson: Dealing with change