Great Waltham C of E VC Primary School

PSHE Policy

Approved by:	Governors
Last reviewed on:	October 2026
Next review due by:	October 2029

1. Aims:

At Great Waltham Primary School, we believe that a strong PSHE education is important to help our children gain the knowledge, skills and attitudes they need to develop into well-rounded members of society, who can make a positive contribution to their community.

Personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum and takes into account children's spiritual, moral, social and cultural (SMSC) development. The 'British Values' are promoted throughout our PSHE scheme of work. We believe that children must be provided with a PSHE education that prepares them for the opportunities, responsibilities and experiences of adult life.

The intent of our PSHE curriculum is to deliver lessons which are accessible to all, and help our children get the most out of the outcomes so that they know more, remember more and understand more. It is strongly tied to our relationships, RSE, health education, and wellbeing programme. This promotes the essential foundations needed to enable children to achieve their best, academically and socially and tackle many of the moral, social and cultural issues that are part of growing up in an ever changing world.

At Great Waltham, the children will be given the vocabulary and support they need to enable them to articulate their feelings. The intention is to promote mental wellbeing and empathy across the whole school and into the community. The children in our school come from a range of family backgrounds and life experiences. We believe it is important to consider children's starting points, differing levels of knowledge and understanding and build upon these through PSHE. We want our children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, in terms of race, religion and relationships. We want our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community by learning tolerance, treating each other equally, fairly, with kindness and with mutual respect, preparing them for their future lives. PSHE also encompasses health and wellbeing. We will give the children the knowledge to be able to make

informed choices with regards to keeping healthy e.g. food and exercise. Our intent is also for our children to stay safe, learn to manage risks and make decisions. In an ever increasing technological world, we also want our children to use online resources safely and know how to get help when they feel unsafe.

2. Statutory Requirements:

PSHE (Personal, Social, Health and Economic) education is a non-statutory subject. However, schools are required to deliver specific statutory content through their PSHE curriculum.

In primary schools in England, Relationships Education is compulsory for all pupils, and Health Education is compulsory in state-funded primary schools. These subjects must be taught in accordance with the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, revised guidance which came into effect on 1 September 2026.

The school's approach to Relationships Education, Relationships and Sex Education (RSE), including curriculum content, parental involvement and withdrawal arrangements, is set out in the school's separate RSE policy. This policy should be read alongside the PSHE policy to provide a comprehensive overview of the school's provision.

The school will consult with parents when reviewing its RSHE provision and policies. The PSHE and RSE policies will be published on the school website and curriculum content will be shared with parents on request.

3. Implementation

At Great Waltham School, we have developed our own scheme of work for Yr1 – 6 which incorporates the 'PSHE Association Programme of Study' for KS1 and KS2. Not only does it cover the statutory content but also covers economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk. It also takes into account the needs of our children and the community/society in which they are growing up.

Our scheme of work is based on three core themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Our long term overview (Appendix 1) sets out learning opportunities for each year group. Each core theme is organised into subtopics to ensure core knowledge is sectioned into units of manageable size. Teaching of PSHE and RSE includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

Teaching will be delivered in accordance with the Equality Act 2010 and will be inclusive of all pupils whilst remaining age-appropriate.

Teaching will be appropriately adapted where necessary to ensure all pupils, including those with SEND, can access and benefit from the curriculum.

Relationships:
This theme covers statutory Relationships Education (and elements of RSE), focusing on how to build and maintain healthy, respectful connections with others.

- **Families and People Who Care for Me:** Exploring diverse family structures, love, stability, and support systems.
- **Friendships and Peer Relationships:** Making and keeping friends, resolving conflicts, cooperation, and recognising unkind behaviour or bullying.
- **Respectful Relationships:** Understanding boundaries, consent, privacy (what belongs to them), and appreciating differences.

- **Online Relationships:** Staying safe online, recognizing age-appropriate digital boundaries, and dealing with online bullying or inappropriate content.
- *Find statutory policy breakdowns and lesson plans on the Relationships and sex education (RSE) and health education - GOV.UK*

Health and Wellbeing:

This theme focuses on physical health, mental health, and emotional development as children grow.

- **Physical Health and Lifestyle:** Food choices, exercise, healthy sleep habits, and personal hygiene (such as handwashing).
- **Mental Health and Emotional Wellbeing:** Identifying, naming, and managing different feelings, building resilience, and understanding self-care.
- **Growing and Changing:** Understanding the human body, physical and emotional changes during puberty (primarily in KS2), and reproduction.
- **Safety and First Aid:** Basic emergency life-saving skills, risk awareness, and managing personal safety.
- **Drugs, Alcohol, and Tobacco:** Age-appropriate education on legal and illegal substances and how medicines work.
- *Explore teaching resources and guidance via the PSHE Association Health and Wellbeing Topics.*

Living in the Wider World:

This theme introduces children to their role in society, economic awareness, and the broader community.

- **Community and Responsibility:** Understanding rules, rights, and responsibilities at school and in the wider community, plus valuing diversity and equality.
- **Economic Wellbeing and Financial Capability:** Introduction to money (earning, spending, saving, and budgeting) and awareness of online financial scams or risks.
- **Media Literacy and Critical Thinking:** Learning how to evaluate information, identifying fake or manipulated media, and understanding the influence of the internet.
- **Aspirations and Careers:** Exploring different types of jobs, the-world-of-work basics, and goal-setting for the future.

PSHE education at Great Waltham Primary addresses both children's current experiences and preparation for their future. Therefore, our long term overview provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Learning is carefully sequenced, so pupils acquire knowledge and protective skills before they are likely to encounter relevant risks or experiences.

PSHE lessons will be delivered by class teachers and sometimes by visiting external experts e.g. school nurse. In the teaching of PSHE and RSE only correct medical terminology will be used. Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the children's age. Children will also get the opportunity to ask anonymous questions and share any concerns by writing a note or can speak with a trusted adult, whether they arise from lessons or from something else.

Children in EYFS develop knowledge, skills and attributes that form a crucial foundation for later teaching of PSHE at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the prime area of Personal, Social and Emotional Development covering key concepts and skills around – Building relationships; Self-regulation; Managing self. In EYFS, Cornerstones curriculum is used and is taught through cycles.

We make connections between learning in PSHE and real-life experiences children have encountered or may be likely to. Links are often made between PSHE and other subjects, most notably Science, PE, Computing and RE. We also make connections with wider aspects of school life e.g. ASPIRE Values; School Council; Celebration Assemblies and

themed activities such as friendship week, wellbeing week, sports week, safer internet day, careers day, enterprise projects, world book day and charity days.

Great Waltham Primary School is now implementing the *No Outsiders* programme, which uses carefully selected picture books and stories to promote equality, diversity, inclusion and belonging. Through age-appropriate texts and discussion, pupils are encouraged to recognise and celebrate differences, develop empathy and respect for others, and understand the importance of treating everyone fairly. The programme supports our commitment to creating an inclusive school community where every child feels valued, represented and accepted, regardless of their background, family circumstances, disability, race or other differences. The programme complements our PSHE curriculum by providing opportunities for pupils to explore themes such as identity, diversity, friendships, equality and challenging discrimination. It also supports the school development priority of strengthening pupils' understanding of diversity, difference and belonging.

Staff create a safe, supportive environment in which pupils can participate in discussions, ask questions and seek help. Teachers respond sensitively to pupils' questions and concerns, recognising that lessons may lead to safeguarding disclosures. Confidentiality and its limits are explained appropriately, and any safeguarding concerns are dealt with in accordance with the school's safeguarding and child protection procedures.

4. Impact

First and foremost, we want our children to be safe and happy so that they can achieve their personal best in all aspects of school life. Through our PSHE curriculum, we believe that we prepare our children for the next stage in their education as well as preparing them, during this vital stage of their life, for the opportunities, responsibilities and experiences of an adult world. Our curriculum provides them with a chance to reflect and learn about these crucial elements.

Children will be able:

- To view themselves positively and be aware of their skills, attributes and achievements.
- To have respect for themselves and others.
- To develop positive and healthy relationships with their peers both now and in the future, including on-line relationships and to understand their boundaries.
- To understand how to keep healthy both physically and mentally and know how to keep themselves safe physically, mentally and technologically.
- To confidently discuss problems and seek help to solve them.
- To manage risk in their play, friendships, work and also on-line.
- To demonstrate knowledge and understanding of diversity and equality.
- To understand their responsibilities as well as their rights. Promoting fairness.
- To respond positively to change.
- To understand the physical aspects involved in RSE at an age appropriate level.
- To manage power positively. They will be able to identify forms of bullying and work proactively to deal with these issues.
- To demonstrate and apply the British Values of Democracy; Tolerance; Mutual Respect; Rule of Law and Liberty.
- To have a positive attitude towards their learning and work proactively to meet their goals – be aspirational
- To demonstrate a healthy outlook towards school – attendance will be in line with national and behaviour will be good.

5. Roles and Responsibilities

5.1 The Governing Body

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation.

5.2 The Head Teacher
The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff
Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

5.4 Pupils
Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. Monitoring Arrangements

The delivery of PSHE is monitored by the PSHE Leader through: planning scrutinies, learning walks, book scrutinies and pupil voice feedback.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader at least annually. At every review, the policy will be approved by the governing board.

7. Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Online safety policy
- RSE policy.

Appendix 1 for PSHE and RSE Policies

Long Term Overview:

3 core themes covered each year.

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

School Plus course available - see Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education)*	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Statutory RSHE | Economic Wellbeing & Careers

Year 1

Autumn 1

Making friends: playing and learning together

This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.

Suggested lessons:

Ground rules, rule! – KS1
L1: Ground rules, rule!

Learning and playing together – KS1
L1: Learning and playing together

Friendship and bullying – KS1
L1: Let's be friends
L2: Let's make up
L3: Let's be kind

Consent – KS1
L1: Asking for permission

Autumn 2

Mental health and wellbeing

This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.

Suggested lessons:

Foundations for Wellbeing – Y1
L1: Noticing feelings
L2: Distraction
L3: Paying attention to pleasant feelings
L4: Helpful and unhelpful thoughts
L5: Reacting

Spring 1

Celebrating me, you and our families

This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.

Suggested lessons:

Personal identity – KS1
L1: All different, all special

Belonging and community – KS1
L1: Sameness and difference

Families – KS1
L1: What makes a family?
L2: Different families

Alternative / additional lessons:

Curiosity Library (£): Fender finds his bark

Spring 2

Safety at home

This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.

Suggested lessons:

Keeping safe at home – KS1
L1: Keeping safe at home

Drug education – KS1
L1: Keeping safe
L2: Keeping healthy
L3: Medicines and household products

Summer 1

Being healthy

This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.

Suggested lessons:

Keeping safe: Sun safety – KS1
L1: Keeping safe in the sun

The sleep factor – KS1
L1: Ready for sleep

Food for thought – KS1
L1: Keeping healthy with food and drink

Dental health – KS1
L1: Looking after our teeth

The importance of handwashing – KS1
L1: The importance of handwashing

COMING SOON
Physical activity

Alternative / additional lessons:

Curiosity Library (£): I really hate spaghetti; There's no need to worry about dentists at all

Summer 2

Showing kindness to ourselves and others

This unit revisits learning about feelings, and explores the importance of kindness.

Suggested lessons:

OHID: Every mind matters – KS1
L1: Emotions
L2: Kindness
L3: Self-care

Croydon Council: Wellbeing way – KS1
L1: 5 a day

Alternative / additional lessons:

Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons.

Statutory RSHE | Economic Wellbeing & Careers

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Keeping safe outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Looking back and moving on** Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Suggested lessons: Foundations for Wellbeing – Y2 **L1:** Noticing and naming feelings **L2:** Different distractions **L3:** Changing thoughts and feelings **L4:** Managing unhelpful thoughts **L5:** Reactions and responses Change, loss and grief – KS1 **L1:** What happens when things change?	**Suggested lessons:** CEOP: Jessie and Friends – KS1 **L1:** Watching videos **L2:** Sharing pictures **L3:** Playing games BBFC: Watch out! – KS1 **L1:** Helping to make good viewing choices **L2:** Keeping viewing choices safe	**Suggested lessons:** Medway: Changing and growing up – KS1 **L1:** My special people **L2:** Growing up – the human life cycle **L3:** Everybody's body NSPCC: Talk PANTS – ages 5-7 **L1:** PANTS power **L2:** More PANTS power	**Suggested lessons:** The Careers and Enterprise Company: Careers explorers – KS1 **L1:** Strengths and interests **L2:** Different jobs Money and wellbeing – KS1 **L1:** What is money? **L2:** Money choices	**Suggested lessons:** Road and rail safety – KS1 **L1:** Crossing the road **L2:** Keeping safe around railways COMING SOON **Emergencies** COMING SOON **Water safety - KS1** Environment agency: Caring for the environment **L1:** Everyone is responsible	**Suggested lessons:** Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 **L1:** Moving to a new class **Alternative / additional lessons:** Curiosity Library (£): Fang and the changing seasons

Statutory RSHE | Economic Wellbeing & Careers

Year 3

Autumn 1

Me, my friends and belonging

This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.

Suggested lessons:

University of Greenwich: Our Class – KS2

L1: Ground rules and meeting 'Our Class'

L2: Friendships change

L3: When should you keep a secret and what makes a good friendship

L4: Making new friendships

L5: Recognising healthy and unhealthy friendships

Alternative / additional lessons:

Ground rules, rule!

OHID: Every Mind Matters - Kindness

Autumn 2

Mental health and wellbeing

Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.

Suggested lessons:

Foundations for Wellbeing – Y3

L1: Exploring emotions

L2: Understanding distraction

L3: Managing thoughts and emotions

L4: Managing worries

L5: Managing responses

Alternative / additional lessons:

Curiosity Library (£): Squashing the worry monster

Spring 1

Building healthy habits

This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.

Suggested lessons:

Food for thought – KS2

L1: Healthier eating and drinking habits

L2: Healthier eating – choices and influences

L3: Ready, set, cook!

Dental health – KS2

L1: Exploring dental health

COMING SOON

Physical activity

Spring 2

Making choices online

This unit explores how to protect information online and make choices about online content, including understanding age ratings.

Suggested lessons:

NSCS: CyberSprinters – KS2

L1: Creating and managing passwords

L2: Protecting your devices

BBFC: Let's watch a film – KS2

L1: What can we watch?

L2: Can we choose what to watch?

COMING SOON

Paying to play

Summer 1

Keeping safe out and about

This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.

Suggested lessons:

Keeping safe: Sun safety – KS2

L1: Managing risk in the sun

Road and rail safety – KS2

L4: Risks and keeping safe

Environment agency: Water safety – KS2

L1: Canals and rivers

L2: Flood alert!

Summer 2

Looking out for each other

This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

Suggested lessons:

St John Ambulance: First aid – KS2*

L1: Allergies

L4: Bites and stings

L7: Calling for help

**You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.*

Foundations for Wellbeing: Revisit the extension and embedding activities in year 3 lessons.

Alternative / additional lessons:

Food for thought: Revisit the extension and embedding activities.

Statutory RSHE | Economic Wellbeing & Careers

Year 4

Autumn 1

Mental health and wellbeing

Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.

Suggested lessons:

Foundations for Wellbeing – Y4

L1: Describing emotions

L2: Understanding internal and external distractions

L3: Exploring different thinking habits

L4: Different ways to manage worries

L5: Strategies for calm

Change, loss and grief – Y3-4

L2: How do people manage change and loss?

Alternative / additional lessons:

Croydon Council: Wellbeing Way

Autumn 2

Exploring ways to manage risk

This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.

Suggested lessons:

Firework safety – KS2

L1: Firework safety

Keeping safe at home – KS2

L1: Keeping safe at home

Road and rail safety – KS2

L3: Independently crossing the road

Exploring risk in relation to gambling – KS2

L1: Exploring risk

Drug education – Y3-4

L1: Medicines and household products

L2: Smoking, vaping and alcohol

Spring 1

Forming respectful relationships

This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.

Suggested lessons:

Personal identity – KS2

L1: Personal identity

Friendship and bullying – Y3-4

L1: Valuing friendships

L2: Friendship challenges

L3: What is bullying

Belonging and community – Y3-4

L2: Belonging to a community

Alternative / additional lessons:

University of Sussex: The Rez

Curiosity Library (£): The anti-bullying club

Spring 2

Money matters and news literacy

This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.

Suggested lessons:

Money and wellbeing – Y4

L1: How money is used

L2: Making decisions about money

Guardian Foundation: NewsWise – ages 7-9

L4: How news affects feelings

L6: Fake or real news?

L7: Questioning images in the news

Summer 1

Me, my body and growing up

This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.

Suggested lessons:

Medway: Changing and growing up – Y4-5

L1: Time to change

L2: Menstruation and wet dreams

L3: Personal hygiene

COMING SOON

L4: Privacy

L5: Managing emotional changes

NSPCC: Talk PANTS – ages 7-9

L1: Building confidence

Alternative / additional lessons:

Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons.

Summer 2

Families and growing together

This unit supports pupils' understanding of diverse family structures, and how families can change.

Suggested lessons:

Families – KS2

L1: Family relationships

L2: Diverse families

L3: Family changes

Committed relationships and family life – KS2

L1: Marriage and partnership

Alternative / additional lessons:

Rosie's story: What happens if families change?

Statutory RSHE | Economic Wellbeing & Careers

Year 5

Autumn 1

Friendships, stereotypes and bullying

This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.

Suggested lessons:

Friendship and bullying – Y5-6

L1: Including others

L2: Positive and respectful friendships

L3: Bullying and its impact

Belonging and community – Y5-6

L3: Challenging stereotypes

L4: Addressing extremism

Alternative / additional lessons:

Changing Faces: A World of Difference

COMING SOON

Assistance Dogs UK

Autumn 2

Mental health and wellbeing

This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.

Suggested lessons:

Foundations for Wellbeing – Y5

L1: Noticing and naming emotions

L2: Directing attention and managing distractions

L3: Changing thinking habits

L4: Rumination and worry

L5: Managing reactivity

Alternative / additional lessons:

OHID: Every mind matters – KS2

Croydon Council: Wellbeing Way

Spring 1

Positively engaging with our world

This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.

Suggested lessons:

Guardian Foundation: NewsWise – ages 9-11

L3: Managing feelings about the news

L5: Spotting fake news

L6: Understanding that news is targeted

UCL: Climate change - empathy and agency – KS2

L1: Connecting with nature

L2: Everyday actions

L3: Doing it together

Spring 2

Respecting boundaries

This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.

Suggested lessons:

Consent – KS2

L1: Giving and seeking permission

L2: Personal boundaries

L3: Appropriate and inappropriate touch

NSPCC: Talk PANTS – ages 9-11

L6: How can the PANTS rule help us?

FGM – Y5-6*

L1: Keeping safe – FGM

**See the Programme of Study for further guidance on teaching about FGM at the primary phase.*

Alternative / additional lessons:

GHLL: Understanding consent

Summer 1

Safe connections

This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.

Suggested lessons:

CEOP: Play, like, share

L1: Block him right good, Alfie!

L2: Who's Magnus?

L3: They have fans, we have friends!

CEOP: Connect – Y5-6

L1: Respectful relationships

L2: Socialising online

City of London Police: Cyber Detectives – Y5-6

L1: What is online fraud?

L2: Where can online fraud occur?

Alternative / additional lessons:

NCA: Making the right #CyberChoices

NSCS: CyberSprinters – lesson 3

Summer 2

Embedding healthy habits and learning first aid

This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.

Suggested lessons:

Melanoma Fund: Sunguarding Schools

L1: Sunguarding Schools

Sure: Breaking Limits – KS2

L1: Confident mover

L2: Team player

L3: Goal setter

St John Ambulance: First aid – KS2*

L2: Asthma

L9: Head injuries

**You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.*

Statutory RSHE | Economic Wellbeing & Careers

Year 6

Autumn 1

Mental health and wellbeing

This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.

Suggested lessons:

Foundations for Wellbeing – Y6

L1: Regulating emotions

L2: Managing distraction

L3: Developing positive thinking habits

L4: Managing rumination and worry

L5: Managing stress

Change, loss and grief – Y5-6

L3: How do people manage loss and support each other?

Autumn 2

Managing money and online spending

This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.

Suggested lessons:

Money and wellbeing – Y6

L1: Money and emotional wellbeing

L2: Being a critical consumer

Exploring risk in relation to gambling – KS2

L2: Chancing it!

Online financial harms – KS2

L1: Spending influences

L2: Wellbeing and support

Spring 1

Changes in puberty *(and sex education*)*

This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.

Suggested lessons:

Medway: Changing and growing up – Y6

L1: Puberty recap

L2: Managing change and independence

L3: Positive, healthy relationships

L4: How a baby is made*

**The parental right to withdraw applies to sex education.*

The sleep factor – KS2

L1: Getting a good night's sleep

Spring 2

Drug education: assessing risk and managing influences

This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.

Suggested lessons:

Drug education – Y5-6

L1: Medicines

L2: Legal and illegal drugs

L3: Influences and pressure

L4: Tobacco, vaping and alcohol in the media

Summer 1

Developing our understanding of AI

This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.

Suggested lessons:

Understanding AI: Rights, safety and wellbeing – KS2

L1: What is AI?

L2: How does AI affect our rights?

L3: What is an AI chatbot?

Home office: Digital deception - Understanding deepfakes – Y5-6

L1: The impact of generative AI

L2: The ethics of AI images

Pick your pics – Y5-6

L1: Pick your pics

Summer 2

Looking to the future

This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.

Suggested lessons:

The Careers and Enterprise Company: Careers explorers – KS2

L1: Job skills

L2: Choosing a career

L3: Career routes

Embracing change and new challenges – Y6

L1: Moving to secondary school

Alternative / additional lessons:

NSPCC: Talk relationships – Transition to secondary school