PSHE & RSE

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

Policy Name	PSHE & RSE
Brief Description:	This policy sets out the school's approach to teaching and learning of Personal, Social and Health Education, and Relationships and Sex Education.
Status: Statutory/non-statutory	Non-Statutory & Statutory
Other related policies and procedures:	Equality Policy and Objectives Relationships and Sex Education Safeguarding and Child Protection Policy Behaviour Policy Anti-Bullying Policy Online Safety Policy SEND Policy Science Curriculum Collective Worship Home School Agreement
Approval level: HT/Governors/FGB	Governors
Approved by the Governing Board on:	14/09/2026
Frequency to be reviewed	Annually
Latest Date for Next Review:	September 2027
Version + Schedule of Amendments:	V1 New Curriculum
Signed:	Shaun Riordan
Position:	Headteacher
Date of Signature:	September 2026

Our Christian Vision

At St Michael's Easthampstead CE Primary School, our vision of **"Going above and beyond with love"** underpins every aspect of school life, including our approach to PSHE and Relationships, Sex and Health Education.

Rooted in the teachings of Jesus Christ and inspired by the Parable of the Good Samaritan, we seek to nurture children who demonstrate honesty, kindness, aspiration and respect in all that they do.

Our curriculum enables children to understand that every person is uniquely created in the image of God and therefore deserves dignity, compassion, equality and respect. Through our PSHE and RSE curriculum, children are encouraged to develop healthy relationships, make wise decisions, show empathy towards others and contribute positively to their communities.

Whilst our curriculum reflects the teachings and values of the Church of England, it is delivered inclusively and respectfully, recognising and valuing the diverse beliefs, cultures and family backgrounds represented within our school community.

Policy Development and Review

This policy has been developed to reflect the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education, alongside the wider aims of Personal, Social, Health and Economic (PSHE) Education at St Michael's Easthampstead CE (VA) Primary School.

In preparing this policy, the school has considered:

- the statutory guidance issued by the Department for Education;
- advice from the Diocese of Oxford and the Church of England's *Faith-Sensitive Relationships, Sex and Health Education Charter*;
- the Kapow Primary PSHE & RSE curriculum and associated statutory mapping documents;
- guidance from the PSHE Association; and
- the needs, values and context of our own school community.

As required by the Department for Education, the school has consulted with parents and carers, staff, governors and, where appropriate, pupils during the review of this policy. Consultation enables stakeholders to understand the curriculum, ask questions and provide feedback before the policy is finalised.

This policy has been approved by the Governing Body and is reviewed annually, or sooner where there are changes to statutory guidance, legislation or the needs of the school community.

The policy is published on the school website and paper copies can be provided from the school office upon request.

Statutory Duties

As a maintained Church of England voluntary aided primary school, St Michael's Easthampstead CE Primary School is legally required to provide statutory Relationships

Education and Health Education in accordance with the Children and Social Work Act 2017 and the most recent Department for Education statutory guidance.

Whilst Sex Education is not compulsory within primary schools beyond the National Curriculum for Science, the Department for Education recommends that primary schools teach age-appropriate non-statutory Sex Education to prepare pupils for puberty, adolescence and the transition to secondary education. At St Michael's, this additional learning is taught only in Year 6 and is explained fully within this policy.

Our curriculum is delivered in accordance with current legislation and guidance, including (but not limited to):

- Children and Social Work Act 2017
- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice (2015)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2026)
- SIAMS Inspection Framework
- Church of England Faith-Sensitive Relationships, Sex and Health Education Charter

Context and Definition

As a community of active learners, we at St Michael's Easthampstead CE Primary School are committed to providing our children with the knowledge and skills they require for keeping themselves safe and healthy as they grow.

We believe Relationships Education is about helping children develop the knowledge, understanding, skills and values needed to build positive, healthy and respectful relationships throughout their lives.

Relationships Education teaches children about:

- families and those who care for us;
- friendships;
- respectful relationships;
- online relationships;
- keeping safe;
- physical and emotional health;
- growing and changing.

Within this policy, **Sex Education** refers only to the additional non-statutory learning beyond the National Curriculum for Science.

At St Michael's this includes learning about:

- conception and fertilisation;
- pregnancy;
- foetal development;
- birth.

This learning is delivered only in Year 6.

Sex Education does **not** include the statutory teaching contained within the National Curriculum for Science, including puberty, body changes or reproduction in plants and animals. These remain statutory and all pupils are expected to take part.

Relationships Education and Sex Education are not about promoting sexual activity or any particular lifestyle. Rather, they help children understand healthy relationships, respect for others and the diversity of modern society whilst remaining rooted in our Christian vision and values.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In 2020, Health Education was made compulsory for all pupils in state-funded schools.

PSHE curriculum

At St Michael's Easthampstead CE Primary School, we teach Personal, Social, Health Education, as well as Relationships and Sex Education, as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

To ensure progression and a spiral curriculum, we are committed to providing a broad, discussion-based Personal, Social, Health, and Economic (PSHE) education that prepares our children for the challenges of today and tomorrow. Our curriculum, based on the Kapow scheme, aims to create an ethos of trust and respect within the school community. We want all members of our school community to develop their resilience, independence and confidence, and learn to take responsibility for making the most of their abilities. Our children are encouraged to engage in decision making around the school, and our discussion-based curriculum in PSHE and RSE encourages our children to express their thoughts and opinions on a wide range of contemporary issues in life in the UK and beyond today. We want to see our children play an active part in, and contribute to, our school and wider community.

The aims of St Michael's PSHE and RSE curriculum are linked to our wider SMSC aims and are to give children the opportunity to:

- Become successful, independent life-long learners who enjoy progressing on their emotional and academic journey.
- Develop a knowledge, understanding and appreciation of their own beliefs and culture, and those of others.
- Make informed decisions and judgements on spiritual, moral, social and cultural issues based on an appreciation of their own and others' rights and responsibilities.
- Grow as caring, collaborative and responsible citizens who can make a positive contribution to their own society and the wider global community.
- Extend their understanding of economic well –being and healthy life styles.
- Develop a sense of resilience and perseverance in tackling real-life issues.

Our Kapow-based PSHE and RSE curriculum is designed to:

1. Promote Personal Development: Equip our children with the knowledge, skills, and attributes they need to thrive as individuals and members of both our school community

and wider society.
2. Support Wellbeing: Foster emotional literacy and resilience, encouraging students to manage their own wellbeing and support others around them.
3. Encourage Healthy Relationships: Teach our children about relationships, respect, consent, and boundaries, ensuring they understand how to build healthy, positive interactions both in and outside of school.
4. Prepare for Future Opportunities: Provide insights into the world of work, financial literacy, and understanding citizenship to empower students to make informed decisions in their lives.
5. Embed British Values: Promote values such as democracy, the rule of law, individual liberty, and mutual respect, reflecting the diverse society in which we live. This links closely to the promotion of, and living by, our school Values and Ethos, based around the parable of the Good Samaritan.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework and values promoted by SIAMS, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

What do we teach when and who teaches it?

A whole-school approach using the Kapow curriculum, scheme and resources

At St Michael's Easthampstead CE Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. PSHE and RSE is taught in an age-appropriate and carefully sequenced way sensitively and professionally by experienced school staff alongside linked learning, for example in Science and other subjects, and other opportunities in wider school life.

The Kapow programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported with guidance documents, resources, links and CPD. The Kapow Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Kapow covers all areas of PSHE/ RSE for the primary phase including statutory Relationships and Health Education. The mapping document: RSE & PSHE Statutory guidance mapping document (Kapow), shows exactly how the Kapow scheme and therefore our school, meets the statutory Relationships and Health Education requirements. The mapping document: RSE & PSHE Mapping to the PSHE Association's Programme of study also shows how the Kapow scheme, and therefore our school, ensures it meets the association's best practice for its core themes of Health and Wellbeing, Relationships and Living in the Wider World. The embedded Kapow long-term plan provides the learning theme of each half term taught across the school; the learning deepens and broadens every year. More detailed year-group specifics can be found in the Appendices.

Curriculum delivery

PSHE and RSE lessons are taught by class teachers who know their pupils well and are able to deliver learning in a safe, supportive and age-appropriate manner. Lessons are discussion-based and encourage pupils to ask questions, explore ideas and develop critical thinking skills. Teachers establish clear ground rules at the beginning of each unit to ensure discussions remain respectful and inclusive.

Teaching is supported by high-quality resources from the Kapow Primary curriculum, adapted where necessary to reflect the needs of our pupils, our Christian vision and local context. Resources are supplemented where appropriate by high-quality resources from the PSHE Association, NHS, NSPCC, CEOP, the Diocese of Oxford and other reputable organisations. Resources are regularly reviewed to ensure they remain accurate, age-appropriate, inclusive and in line with statutory guidance.

Learning is carefully sequenced to revisit and build upon prior knowledge through a spiral curriculum, enabling children to deepen their understanding as they mature. We allocate 45-60 minutes to PSHE/ RSE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Teachers adapt individual lessons where appropriate to respond to current events, local issues or the emerging needs of a particular class, whilst ensuring that all statutory content is taught.

Political Impartiality

In accordance with the Education Act 1996 and Department for Education guidance, the school is committed to maintaining political impartiality when delivering PSHE and RSHE. Where lessons include topics that may be politically or socially sensitive, teaching will be balanced, objective and age-appropriate. Staff will not promote particular political viewpoints or encourage pupils to adopt specific political positions. Instead, pupils will be supported to understand relevant facts, consider a range of evidence-based perspectives where appropriate, think critically and form their own informed views in a respectful and inclusive environment.

Assessment

Assessment within PSHE and RSE is formative rather than summative. Teachers continually assess pupils' understanding through discussion, questioning, observation and pupils' contributions to learning activities.

Assessment is used to identify misconceptions, inform future planning and ensure that pupils are making appropriate progress through the curriculum. Children are not assessed against their personal opinions or beliefs, but on their developing knowledge, understanding and application of key concepts and skills.

Visitors and External Agencies

Occasionally the school may invite suitably qualified visitors or external agencies to contribute to aspects of pupils' learning, for example healthcare professionals or emergency services. Visitors do not determine curriculum content or replace the professional judgement of teachers. Responsibility for the curriculum always remains with the school. Visitors enhance, not replace, staff-led sessions, and staff members will always remain present/involved in any visitor-led sessions

All external contributors are expected to uphold the school's values, safeguarding procedures and curriculum aims.

Creating a Safe Learning Environment

Effective PSHE and RSE learning depends upon children feeling safe, respected and able to contribute appropriately. At the beginning of each new unit, teachers establish agreed classroom expectations with pupils, including listening respectfully, valuing differing opinions and respecting privacy.

Children are encouraged to ask questions. Teachers answer these honestly, factually and in an age-appropriate way. Where a question falls outside the planned curriculum or is inappropriate for the age or maturity of the class, teachers will explain why it cannot be answered in that context and, where appropriate, encourage the child to discuss the matter further with a trusted adult at home.

No child will ever be expected to disclose personal information or experiences during lessons. Children may choose not to participate in class discussions and will never be pressured to share personal experiences. Staff carefully manage discussions to ensure all pupils feel safe, respected and included.

Scientific Facts, Beliefs and Opinions

Throughout the PSHE and RSHE curriculum, pupils are taught to distinguish clearly between established scientific and medical facts, legal requirements, religious or philosophical beliefs and personal opinions. Teaching is based upon factual, age-appropriate and evidence-informed information. Where topics involve differing beliefs or viewpoints, these are presented respectfully and objectively, enabling pupils to understand the distinction between fact, belief and opinion whilst developing the critical thinking skills needed to evaluate information responsibly.

Supporting Children with SEND

All pupils are entitled to access an ambitious PSHE and RSE curriculum.

Teaching is adapted where appropriate through:

- visual supports;
- simplified language;
- pre-teaching of key vocabulary;
- flexible grouping;
- adapted questioning;
- reduced cognitive load;
- scaffolded recording opportunities; and
- additional adult support where appropriate.

Teachers use their knowledge of individual pupils to ensure learning is accessible whilst maintaining high expectations for all. Where appropriate, teachers work closely with the SENDCo, parents/carers and other professionals to ensure learning is appropriately adapted for individual pupils.

Kapow long-term plan: RSE & PSHE

Overview (All year groups)

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	KS1 sample lessons – New 2026 RSE scheme	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
Year 2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
Year 3	Introduction: Setting ground rules for RSE & PSHE lessons	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson
Year 4	Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
Year 5	Introduction: Setting ground rules for RSE & PSHE lessons	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
Year 6	Introduction: Setting ground rules for RSE & PSHE lessons	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson

Safeguarding and Confidentiality

PSHE and RSE make a significant contribution to the school's safeguarding responsibilities by helping children recognise healthy relationships, understand personal safety and know how to seek help when needed.

Teaching staff cannot offer unconditional confidentiality. If a child discloses information that raises concerns about their safety or the safety of another person, staff will follow the school's Safeguarding and Child Protection Policy and share information with the Designated Safeguarding Lead where appropriate. Any disclosures will be managed sensitively and in accordance with the school's safeguarding procedures.

Roles and Responsibilities

Governing Body

The Governing Body will:

- approve this policy;
- monitor its implementation;
- ensure statutory duties are met.

Headteacher

The Headteacher will:

- oversee implementation;
- ensure staff receive appropriate training;
- engage with parents;
- report to governors.

Subject Leader

The PSHE Leader will:

- monitor curriculum delivery;
- provide guidance and CPD;
- monitor resources;
- review pupil outcomes.

Teachers

Teachers will:

- deliver the curriculum professionally;
- create a safe learning environment;
- follow safeguarding procedures;
- communicate with parents where appropriate.

Parents and Carers

Parents and carers are the primary educators of their children and play a vital role in supporting PSHE and RSE learning. The school values strong partnerships with parents and seeks to work collaboratively through consultation, curriculum information, opportunities to view resources and ongoing communication.

Pupils

Pupils are expected to participate respectfully, contribute positively to discussions and demonstrate the school's values of honesty, kindness, aspiration and respect during all PSHE and RSE learning.

Staff Training

Teachers receive appropriate training and ongoing professional development to ensure they are confident in delivering PSHE and RSE.

This includes:

- Kapow curriculum updates;
- safeguarding training;
- statutory guidance updates;
- opportunities for professional discussion and moderation.
- new members of staff receiving appropriate induction to the school's approach to PSHE and RSE.

Monitoring and Review

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments.

The quality of PSHE and RSE is monitored by the Headteacher, Subject Leader and Senior Leadership Team through:

- lesson visits;
- learning walks;
- planning scrutiny;
- pupil voice;
- staff feedback;
- governor monitoring;
- curriculum review;
- annual policy review.

Monitoring ensures that the curriculum remains high quality, inclusive, relevant and compliant with current statutory guidance.

Equality and Inclusion

St Michael's Easthampstead CE Primary School is committed to promoting equality, dignity and respect for every individual.

Our PSHE and RSE curriculum complies fully with the Equality Act 2010 and reflects our duties to eliminate discrimination, advance equality of opportunity and foster good relations between those who share protected characteristics and those who do not.

Teaching reflects the diversity of modern Britain whilst remaining rooted in our Christian vision and values. Pupils are taught to value difference, challenge prejudice and treat all people with kindness and respect.

We recognise that families may hold a wide range of beliefs and values. Our curriculum is delivered with sensitivity, professionalism and respect for those different viewpoints whilst fulfilling our statutory responsibilities.

We also recognise that some pupils may have protected characteristics themselves, or have family members with protected characteristics, and teaching is delivered in a way that promotes dignity, respect and inclusion for everyone.

Parents' Right to Withdraw

Parents have the legal right to request that their child be withdrawn from the non-statutory Sex Education elements of the curriculum. Requests should be made in writing to the Headteacher. Parents are encouraged to discuss any concerns with the Headteacher before making a final decision.

Before any decision is made, the Headteacher will meet with parents to discuss the programme, explain the learning objectives and answer any questions or concerns.

The school will respect parents' decisions regarding the non-statutory elements of Sex Education.

Parents cannot withdraw their child from:

- statutory Relationships Education;
- statutory Health Education; or
- National Curriculum Science.

Complaints

Parents and carers are encouraged to discuss any concerns regarding PSHE and RSE with the class teacher or Headteacher in the first instance.

Should concerns remain unresolved, complaints will be managed in accordance with the school's Complaints Policy.

Appendix – Detailed Curriculum per Year Group

EYFS

		Unit 1	Self-regulation: My feelings 6 lessons Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.
Unit 2	Building relationships: Special relationships 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	**Unit 3**	Managing self: Taking on challenges 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.
Unit 4	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	**Unit 5**	Building relationships: My family and friends 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.
Unit 6	Managing self: My wellbeing 6 lessons		

	Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1

Introductory lesson	Y1 Introduction: Setting ground rules for RSE & PSHE 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y1 Families and relationships 8 lessons Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair
Unit 2	Y1 Health and wellbeing 9 lessons Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	**Unit 3**	Y1 Safety and the changing body 9 lessons Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe
Unit 4	Y1 Citizenship 7 lessons Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	**Unit 5**	Y1 Economic wellbeing 7 lessons Please note: This unit is replacing the *Archived (pre 2024) Year 1 Economic wellbeing* unit Learning about a range of money and bank functions including cash safety, spending, saving and jobs.
Unit 6	Y1 Transition lesson		

	1 lessons Helping Year 1 pupils with the transition to a new year and the changes that come with it

Year 2

Introductory lesson	Y2 Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y2 Families and relationships 8 lessons Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.
Unit 2	Y2 Health and wellbeing 8 lessons Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	**Unit 3**	Y2 Safety and the changing body 10 lessons Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.
Unit 4	Y2 Citizenship 8 lessons Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	**Unit 5**	Y2 Economic wellbeing 7 lessons Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.
Unit 6	Year 2: Transition lesson		

	1 lessons Helping Year 2 pupils with their transition to Year 3 and the changes that may come with this move.

Year 3

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.	**Unit 1**	Y3 Families and relationships 9 lessons Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
Unit 2	Y3 Health and wellbeing 8 lessons Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	**Unit 3**	Y3 Safety and the changing body 9 lessons Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence
Unit 4	Y3 Citizenship 8 lessons Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	**Unit 5**	Y3 Economic wellbeing 7 lessons Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.

Unit 6	Year 3: Transition lesson 1 lessons Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

Year 4

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y4 Families and relationships 9 lessons Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Unit 2	Y4 Health and wellbeing 8 lessons Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	**Unit 3**	Y4 Safety and the changing body 9 lessons Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
Unit 4	Y4 Citizenship 7 lessons	**Unit 5**	Y4 Economic wellbeing 7 lessons

	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.		Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.
Unit 6	Year 4: Transition lesson 1 lessons Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings		

Year 5

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y5 Families and relationships 9 lessons Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
Unit 2	Y5 Health and wellbeing 8 lessons Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	**Unit 3**	Y5 Safety and the changing body 8 lessons Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
Unit 4	Y5 Citizenship 7 lessons	**Unit 5**	Y5 Economic wellbeing 7 lessons

	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community		Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.
Unit 6	Year 5: Transition lesson 1 lessons Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.		

Year 6

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y6 Families and relationships 7 lessons Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
Unit 2	Y6 Health and wellbeing 9 lessons Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	**Unit 3**	Y6 Safety and the changing body 9 lessons Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
Unit 4	Y6 Citizenship 7 lessons	**Unit 5**	Y6 Economic wellbeing 7 lessons

	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy		Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.
Unit 6	Year 6: Transition lesson 1 lessons Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have		