



Personal, Social, Health, Economical Education (PSHE) and Relationship and Sex Education (RSE) Policy

Consultation Period	21 st July – 21 st August 2026
Date:	September 2026
Review Date:	September 2027
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors:	Date: September 2026
Headteacher:	Date: September 2026

Enjoy

Persevere

Succeed

1. Aims

At Emsworth Primary School, Personal, Social, Health and Economic education (PSHE), including Relationships and Sex Education (RSE), is a central part of our curriculum and underpins our commitment to developing the whole child.

This policy lays out what (and how) we teach for PSHE and RSE across the school from Years R to 6. This policy has been created by the PSHE lead, in conjunction with the SLT and governing body of the school. A consultation period for this policy took place between July and August 2026 to allow staff, pupils and parents the opportunity to voice their views and influence the final policy.

Our provision reflects our core values: **Enjoy, Persevere, Succeed (EPS)**, and supports our inclusive ethos.

Our PSHE & RSE curriculum are underpinned by our curriculum principles. These are the principles which we believe help children to engage with their learning and ensure they become life-long learners and well-rounded individuals.

Our Curriculum Principles are:

Belonging

Belonging is central to the PSHE and RSE curriculum, as it ensures every child feels seen, valued and included, fostering confidence, empathy and an understanding of their place within a diverse and connected world.

Purpose

Purpose is central to the PSHE and RSE curriculum, as it ensures learning is meaningful and relevant, equipping children with the knowledge, skills and values needed to understand their role in society and make confident, responsible choices for their future.

Inspiration

Inspiration is central to the PSHE and RSE curriculum, as it nurtures curiosity and engagement, encouraging pupils to explore diverse ideas, develop confidence in themselves and their choices, and aspire to become thoughtful, informed individuals.

Curiosity

Curiosity is central to the PSHE and RSE curriculum, as it encourages pupils to question, explore and think critically about themselves and the world, fostering confident, reflective learners who are motivated to understand and make informed choices.

Collaboration

Collaboration is central to the PSHE and RSE curriculum, as it enables pupils to build positive relationships, develop communication and teamwork skills, and learn to respect and value diverse perspectives within a supportive community.

This enables pupils to:

- Stay safe, healthy and well
- Build positive, respectful relationships
- Develop resilience, confidence and independence
- Understand their rights and responsibilities
- Be prepared for later life

We achieve this through high-quality teaching, a safe and inclusive environment, and a curriculum that is responsive to pupils' needs and experiences.

2. Statutory Requirements

This policy has due regard to legislation and statutory guidance, including:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025)
- The Equality Act 2010
- Keeping Children Safe in Education

In accordance with statutory requirements:

- Relationships Education is compulsory in primary schools
- Health Education is compulsory in primary schools
- Sex Education is not compulsory in primary schools

Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Parents may request to withdraw their child from the non-statutory elements of sex education in Upper Key Stage 2. Requests will be considered and discussed with the Headteacher.

3. Content and Delivery

3.1 What we teach

Personal, Social, Health and Economic Curriculum (PSHE)

The school uses the **Kapow Primary PSHE scheme of work** to deliver a broad, balanced and fully compliant curriculum. In addition, the school uses the *myHappymind* programme to support pupils' mental health and wellbeing, complementing the PSHE curriculum and strengthening pupils' understanding of emotional wellbeing and self-regulation.

The curriculum is sequenced as a **spiral curriculum**, ensuring that pupils revisit key knowledge and skills with increasing depth and complexity over time.

Learning is organised into key areas:

- **My healthy self**
learning how to look after mental and physical health and making choices that support wellbeing.
- **Connecting with others**
learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world**
learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Staying safe**
learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Health protection**
learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Citizenship**
learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Growing up**
learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.

These are supported by Early Year Curriculum strands:

- Self-regulation
- Managing self
- Building relationships
- Critical thinking

You can find an overview of what is taught in each year group as **appendix A**. This information is also available on our website.

If you would like to see more detailed plans for the PSHE and RSE curriculum, please contact your child's class teacher in the first instance.

Relationship and Sex Education (RSE)

Some of the PSHE lessons, cover relationships, this section is designed to give you more information about the content of the separate relationship and sex education (RSE).

Consent and understanding personal boundaries are developed progressively throughout the school. In the Early Years and Key Stage 1, children develop the foundations of consent through learning about feelings, body ownership, personal space, boundaries, choice and respectful relationships. As pupils progress through Key Stage 2, this develops into a more explicit understanding of permission, assertiveness and consent within healthy relationships.

Year Group	Content Covered in RSE Lessons Consent and Boundaries Progression
Year R	<u>Building relationships: Special relationships</u> <u>Building relationships: My family and friends</u> Children begin to understand that everyone has their own feelings, needs and personal space. They learn to express their feelings and preferences and begin to recognise and respect the feelings and choices of others. Adults model kind and respectful interactions, including asking before entering someone's personal space or taking something that belongs to them.
Year 1	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> Children develop an understanding of what helps them and others feel safe and comfortable. They learn to recognise and communicate when something does not feel right and understand that they can say no or ask someone to stop. They begin to understand that other people's wishes and boundaries should also be respected.
Year 2	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> <u>Growing up: How can we look after and respect our bodies as we grow?</u> Children develop an understanding that their body belongs to them and that they have a right to personal space and appropriate boundaries. They learn that they can say no to unwanted touch and that they should respect another person's wishes. They know that they can talk to a trusted adult if something makes them feel uncomfortable or unsafe.
Year 3	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> Children develop a clearer understanding of personal boundaries and permission. They learn that people have different feelings and boundaries and that it is important to ask before doing something that involves another person. They practise communicating their wishes and understand that a person's answer should be respected.
Year 4	<u>Connecting with others: How can we respect each other?</u> <u>Growing up: How will my body and emotions change as I grow up?</u> Children develop their understanding of boundaries within respectful relationships. They learn that everyone has the right to set their own boundaries and that these may be different from those of others. They develop confidence in saying no and understand that when someone says no, their decision must be respected.
Year 5	<u>Connecting with others: Why are healthy relationships important?</u> <u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> Children develop a more explicit understanding of consent and its importance within healthy relationships. They learn to communicate their own boundaries and respect those of others. They explore assertive communication and understand that consent should be freely given, without pressure, and that a person can change their mind.

Year 6	<u>Connecting with others: What does it mean to stand up for myself and others?</u> <u>Sex education: How do people become parents and carers?</u> Including: • Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. • Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce). • Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way. Objectives Covered: • To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). • To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. • To know that pregnancy begins when a fertilised egg grows in the uterus. • To know that a baby develops in the uterus for approximately nine months. • To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • To know that there are different ways people can become parents, including through IVF and adoption. • To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support. Children develop an age-appropriate and explicit understanding of consent. They learn that consent means freely agreeing to something and that everyone has the right to say no or change their mind. They understand the importance of checking that another person is comfortable and has agreed, and that consent is an important part of healthy and respectful relationships. This is further explored within the context of relationships and the Year 6 sex education curriculum.
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British Values

Our RSE and PSHE curriculum plays a key role in promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum and are reinforced through both explicit teaching and everyday school practice.

The curriculum provides planned opportunities for pupils to:

- **Understand democracy** by learning to express their views, listen to others and take part in discussions and decision-making appropriate to their age.
- **Recognise the rule of law** through understanding the importance of rules, rights and responsibilities, including how laws help to keep people safe.
- **Develop individual liberty** by encouraging pupils to make informed choices, express themselves confidently and understand their rights.
- **Show mutual respect and tolerance** by learning to value others, appreciate differences and treat everyone with kindness and consideration.

Through RSE and PSHE, pupils also develop an age-appropriate understanding of protected characteristics, including age, race, sex and disability. The curriculum supports pupils to build strong foundations by:

- valuing diversity and recognising similarities and differences between people
- challenging stereotypes and prejudiced attitudes
- developing empathy and respect for others
- understanding that everyone has the right to be treated fairly

These themes are revisited and developed progressively, ensuring that pupils deepen their understanding as they move through the school. This approach supports pupils in becoming respectful, responsible and active members of society.

myHappymind

We use the **myHappymind** programme as part of our wider PSHE and RSE curriculum to support pupils' mental health, emotional wellbeing and personal development. It is a whole-school, NHS-backed programme, grounded in research from neuroscience and positive psychology, which helps children to understand how their brain works and develop practical strategies to manage their thoughts, feelings and behaviours.

The programme is proactive in approach, equipping pupils with the skills to build resilience, self-esteem and positive mental wellbeing. It is delivered through regular, structured lessons (in addition to the PSHE and RSE lessons) and reinforced throughout the school day to ensure learning is embedded consistently. Through five progressive modules (**Meet Your Brain, Celebrate, Appreciate, Relate and Engage**) pupils develop the knowledge, skills and attitudes needed to form positive relationships, understand themselves and others, and thrive both in school and beyond.

<https://myhappymind.org/>

Happy Breathing

As part of the programme, pupils are taught **Happy Breathing**, a simple technique to support emotional regulation and readiness to learn. Children learn that when they feel anxious or overwhelmed, a part of the brain can trigger a 'fight, flight or freeze' response. Happy Breathing involves slow, controlled breathing to help calm this response and restore focus.

Regular practise of Happy Breathing enables pupils to:

- manage their emotions more effectively
- reduce feelings of stress or anxiety
- improve concentration and engagement in learning
- develop a practical strategy they can use independently

This approach supports pupils to build self-awareness and provides them with a lifelong tool to support their mental wellbeing.

It reinforces and extends the Kapow standard – My Healthy Self by focusing on developing understanding and strategies to support mental wellbeing.

3.2 How we teach PSHE and RSE

PSHE & RSE is delivered through discrete weekly lessons (approximately 45 minutes), supported by wider curriculum opportunities and the lived experiences of the school. *Only the class teacher delivers PSHE and RSE lessons due to the sensitive nature of the content and the need for strong relationships.*

Learning is structured into coherent, progressive units and reinforced through:

- Assemblies
- Cross-curricular links
- Everyday school interactions

Teaching approaches are carefully selected to promote engagement and understanding, including:

- Discussion and questioning
- Scenario-based learning
- Role play and reflection

Teachers ensure that:

- Learning is inclusive and accessible for all pupils, including those with SEND
- Appropriate adaptations and scaffolding are in place
- A safe, respectful environment is maintained
- Sensitive content is delivered with professionalism and care

Pupils are supported to:

- Ask questions confidently
- Express views respectfully
- Engage thoughtfully with sensitive and important issues

EYFS

In the Early Years Foundation Stage, PSHE is delivered through Personal, Social and Emotional Development (PSED), focusing on:

- Self-regulation
- Managing self
- Building relationships

Provision aligns with the EYFS statutory framework and secures early foundations for later learning.

4. Roles and Responsibilities

4.1 Governing Board

The governing board is responsible for approving this policy and holding the Headteacher to account for its implementation.

4.2 Headteacher

The Headteacher is responsible for ensuring that PSHE & RSE is taught consistently and effectively across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive and professional manner
- Modelling positive attitudes and behaviours
- Responding appropriately to the needs of all pupils
- Monitoring pupil progress
- Raising any concerns with parents or the school safeguarding leads (as appropriate)

4.4 Leadership and Monitoring

The PSHE Lead, Senior Leadership Team (SLT) and Headteacher are responsible for monitoring the quality and impact of PSHE & RSE provision through:

- Learning walks
- Planning (checking fidelity to the scheme)
- Books looks
- Pupil voice

Monitoring ensures that the curriculum is delivered consistently and that pupils make good progress from their starting points.

4.5 Pupils

Pupils are expected to:

- Engage fully in lessons
 - Demonstrate respect for others
 - Contribute positively to discussions
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5. Monitoring Arrangements

The delivery of PSHE & RSE is monitored by the PSHE Lead, SLT and Headteacher through a systematic programme of monitoring and evaluation.

This policy will be reviewed annually to ensure it remains compliant with statutory requirements and reflects best practice.

6. Links with Other Policies

This policy links to:

- Safeguarding policy
 - Relational Behaviour policy
 - Equality policy
 - SEND policy
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This policy is fully compliant and ready for implementation from September 2026.

Appendix A

WHOLE SCHOOL PSHE AND RSE OVERVIEW WITH SCHOOL VALUES EMBEDDED

Curriculum Principles: Belonging | Purpose | Inspiration | Curiosity | Collaboration

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Reception	Self-regulation: My feelings Skills: recognise basic emotions, begin to self-regulate, express feelings Through this unit, children develop a strong sense of belonging by learning that all emotions are valid and can be shared safely. They begin to understand the purpose of managing their feelings to support their wellbeing and relationships. Adults provide inspiration through modelling positive emotional responses, while children are encouraged to show curiosity about different	Building relationships: Special relationships Skills: form attachments, show kindness, begin sharing Children build a sense of belonging by forming secure attachments and recognising important people in their lives. They explore the purpose of relationships and why kindness matters. Through positive role models, they gain inspiration to act with care and empathy. Their curiosity is developed as they talk about who matters to them and why, while collaboration is fostered through sharing, turn-taking and	Managing self: Taking on challenges Skills: try new activities, build confidence, persevere Children develop belonging through a supportive environment where effort is valued. They explore the purpose of perseverance and resilience when trying new activities. Inspiration is provided through encouragement and celebrating success. Curiosity is fostered as children explore new experiences, while collaboration is promoted through shared tasks and group learning.	Self-regulation: Listening and following instructions Skills: listen carefully, follow simple rules, manage behaviour Children develop belonging by feeling secure within clear routines. They understand the purpose of listening and following rules to support learning and safety. Adults inspire positive behaviour through modelling. Curiosity is encouraged through engaging activities, and collaboration is strengthened as children respond together in group situations.	Building relationships: My family and friends Skills: identify relationships, communicate needs, cooperate Children develop belonging through recognising important relationships in their lives. They explore the purpose of communication and cooperation. Inspiration comes from positive examples of friendships. Curiosity is encouraged through discussion, while collaboration is developed through shared play and teamwork.	Managing self: My wellbeing <i>Skills: recognise needs, begin self-care, understand feeling safe</i> Children develop belonging by recognising their own needs and feeling safe. They explore the purpose of self-care and wellbeing. Inspiration is provided through routines that promote healthy habits. Curiosity is encouraged as they learn about their bodies and feelings, and collaboration is promoted through shared discussions and support.

	feelings through stories and play. Opportunities for partner talk and group activities promote collaboration as children learn to listen and respond to others.	cooperative play.				
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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	My healthy self: How can we look after our emotions? Skills: name emotions, recognise triggers, begin simple coping strategies In this unit, pupils develop belonging by recognising and naming emotions, helping them feel understood and included. They explore the purpose of emotional wellbeing and how it supports daily life. Pupils are given inspiration through simple strategies to manage feelings, while curiosity is encouraged as they explore emotional triggers. Collaboration is strengthened through discussion and shared activities.	Connecting with others: How can I help myself and others feel happy and safe? Skills: build friendships, show empathy, understand kindness Pupils develop belonging by forming positive relationships and understanding kindness. They explore the purpose of helping others feel safe and happy. Inspiration is gained through modelling empathy. Curiosity is encouraged through discussion of feelings and behaviours, and collaboration is developed through teamwork and shared activities.	The online world: How do we spend time online? Skills: recognise online activity, understand limits, stay safe Pupils develop belonging by learning how to stay safe and confident in digital spaces. They understand the purpose of managing screen time and behaviour online. Inspiration is provided through guidance on safe choices, curiosity through exploring technology use, and collaboration through shared discussions.	Citizenship: How can I help others and the environment? Skills: follow rules, help others, understand community roles Pupils develop belonging by understanding their role in a community. They explore the purpose of helping others and caring for the environment. Inspiration comes from seeing themselves as contributors. Curiosity is encouraged through exploring community roles, and collaboration through working together.	Health protection: How can I protect myself and others in daily life? Skills: basic hygiene, recognise healthy habits, understand safety routines Pupils develop belonging by understanding routines that keep everyone safe. They explore the purpose of hygiene and healthy habits. Inspiration is gained through positive role models. Curiosity is encouraged through learning about the body, and collaboration through shared routines.	Staying safe: How can I stay safe? Skills: identify dangers, seek help, recognise trusted adults Pupils develop belonging by recognising trusted adults and safe environments. They explore the purpose of safety rules. Inspiration is provided through guidance and examples. Curiosity is encouraged through exploring risks, and collaboration through discussions and role-play.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Two	My healthy self: How can we look after our bodies? Skills: understand body needs, recognise feelings, make simple healthy choices Pupils develop belonging by understanding their bodies and feelings. They explore the purpose of making healthy choices. Inspiration is provided through positive habits. Curiosity is encouraged through questioning and learning about the body, and collaboration through shared activities.	Connecting with others: How can I build safe, kind and caring relationships with others? Skills: maintain friendships, resolve simple conflicts, show respect Pupils develop belonging through building safe and caring relationships. They explore the purpose of respect and kindness. Inspiration is gained through role models. Curiosity is encouraged through understanding relationships, and collaboration through conflict resolution and teamwork.	The online world: How are things shared online? Skills: understand privacy, share safely, recognise risks Pupils develop belonging by understanding safe online behaviour. They explore the purpose of privacy and safety. Inspiration is provided through guidance, curiosity through questioning online content, and collaboration through shared learning.	Citizenship: How do people belong to a community and earn money? Skills: understand roles, basic money awareness, responsibility Pupils develop belonging by understanding community roles. They explore the purpose of responsibility and money. Inspiration comes from real-life examples. Curiosity is encouraged through exploring society, and collaboration through shared discussions.	Growing up: How can we look after and respect our bodies as we grow? Skills: recognise changes, understand growth, ask questions appropriately Pupils develop belonging by understanding their changing bodies. They explore the purpose of growth and self-respect. Inspiration is provided through supportive teaching. Curiosity is encouraged through questions, and collaboration through discussion.	Staying safe: How can I make safe choices in different places? Skills: assess simple risks, respond to unsafe situations, seek support Pupils develop belonging by recognising safe environments. They explore the purpose of making safe choices. Inspiration is provided through guidance. Curiosity is encouraged through exploring risks, and collaboration through role-play.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Three	My healthy self: How can I take care of my mind and body? Skills: link emotions to wellbeing, develop coping strategies, make informed choices Pupils develop belonging through understanding wellbeing. They explore the purpose of making informed choices. Inspiration is provided through strategies for managing emotions. Curiosity is encouraged through linking emotions and health, and collaboration through shared reflection.	Connecting with others: What helps us feel safe and included? Skills: respect differences, challenge unkind behaviour, build inclusive relationships Pupils develop belonging by promoting inclusion and respect. They explore the purpose of positive relationships. Inspiration is gained through challenging unkind behaviour. Curiosity is encouraged through exploring perspectives, and collaboration through teamwork.	The online world: How should we communicate online? Skills: communicate respectfully online, recognise cyberbullying, stay safe Pupils develop belonging by understanding respectful online communication. They explore the purpose of safe digital behaviour. Inspiration is provided through guidance. Curiosity is encouraged through exploring online risks, and collaboration through discussion.	Citizenship: What rights and responsibilities do we have? Skills: understand fairness, recognise rights, take responsibility Pupils develop belonging through understanding their role in society. They explore the purpose of fairness and responsibility. Inspiration is provided through real-world examples. Curiosity is encouraged through questioning fairness, and collaboration through debate.	Healthy protection: How can we prevent illness and injury and respond if they happen? Skills: understand illness prevention, basic first aid awareness, healthy routines Pupils develop belonging through understanding shared responsibility for health. They explore the purpose of prevention and safety. Inspiration is provided through learning first aid. Curiosity is encouraged through exploring health, and collaboration through shared learning.	Citizenship: What careers do people choose and why? Skills: recognise aspirations, understand roles in society, set simple goals Pupils develop belonging by recognising future possibilities. They explore the purpose of aspirations. Inspiration is gained through learning about careers. Curiosity is encouraged through exploring choices, and collaboration through discussion.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Four	My healthy self: How can I make healthy choices? Skills: evaluate choices, understand consequences, manage wellbeing Pupils develop belonging by making informed choices about wellbeing. They explore the purpose of healthy living. Inspiration is provided through understanding consequences. Curiosity is encouraged through evaluating choices, and collaboration through discussion.	Connecting with others: How can we respect each other? skills: show respect, manage disagreements, understand boundaries Pupils develop belonging through respect and understanding. They explore the purpose of boundaries and relationships. Inspiration is gained through positive examples. Curiosity is encouraged through discussion, and collaboration through conflict resolution.	The online world: How can I evaluate what I see online? Skills: question information, recognise reliability, stay safe online Pupils develop belonging by navigating digital spaces safely. They explore the purpose of evaluating information. Inspiration is provided through critical thinking. Curiosity is encouraged through questioning, and collaboration through discussion.	Citizenship: How can I spend my money wisely? Skills: understand budgeting, saving, making choices about spending Pupils develop belonging by understanding financial responsibility. They explore the purpose of budgeting. Inspiration is provided through real-life examples. Curiosity is encouraged through exploring choices, and collaboration through shared tasks.	Growing up: How will my body and emotions change as I grow up? Skills: understand physical changes, manage emotions, ask appropriate questions Pupils develop belonging by understanding changes. They explore the purpose of emotional and physical development. Inspiration is provided through supportive teaching. Curiosity is encouraged through questioning, and collaboration through discussion.	Staying safe: What signs help me recognise what is safe or unsafe? Skills: assess risks, respond to emergencies, make safe decisions Pupils develop belonging by recognising safe behaviours. They explore the purpose of risk management. Inspiration is provided through guidance. Curiosity is encouraged through exploring scenarios, and collaboration through problem-solving.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Five	My healthy self: How can I support my mind and body as I grow? Skills: understand mental and physical development, build resilience, manage change Pupils develop belonging through understanding development and resilience. They explore the purpose of managing change. Inspiration is provided through coping strategies. Curiosity is encouraged through learning about growth, and collaboration through shared discussion.	Connecting with others: Why are healthy relationships important? Skills: recognise healthy/unhealthy relationships, communicate Pupils develop belonging through understanding healthy relationships. They explore the purpose of communication. Inspiration is gained through real-life examples. Curiosity is encouraged through discussion, and collaboration through group work.	The online world: How am I influenced by what I see online? Skills: recognise influence, question media, manage online interactions Pupils develop belonging through safe online identity. They explore the purpose of evaluating influence. Inspiration is provided through critical awareness. Curiosity is encouraged through questioning media, and collaboration through discussion.	Citizenship: How can we make a difference in our communities and beyond? Skills: understand social responsibility, contribute positively, evaluate impact Pupils develop belonging by contributing to their community. They explore the purpose of social responsibility. Inspiration is gained through role models. Curiosity is encouraged through global issues, and collaboration through shared projects.	Growing up: How can I manage the changes to my body and emotions as I grow up? Skills: understand puberty in depth, manage emotions, respect differences Pupils develop belonging by understanding puberty and change. They explore the purpose of self-respect. Inspiration is provided through accurate information. Curiosity is encouraged through questions, and collaboration through discussion.	Citizenship: How can we be in control of our money? Skills: budget, understand financial decisions, evaluate spending Pupils develop belonging through understanding financial independence. They explore the purpose of budgeting. Inspiration is provided through real-life scenarios. Curiosity is encouraged through exploring decisions, and collaboration through shared tasks.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Six	My healthy self: How do my choices today shape my future wellbeing? Skills: plan for wellbeing, manage stress, make informed lifestyle choices Pupils develop belonging by planning for their future wellbeing. They explore the purpose of healthy choices. Inspiration is provided through goal setting. Curiosity is encouraged through reflection, and collaboration through discussion.	Connecting with others: What does it mean to stand up for myself and others? Skills: assertiveness, challenge discrimination, support others Pupils develop belonging through understanding advocacy and support. They explore the purpose of standing up for themselves and others. Inspiration is gained through role models. Curiosity is encouraged through discussion, and collaboration through shared learning.	The online world: How do I feel about being online? Skills: manage digital identity, evaluate risks, understand long-term impact Pupils develop belonging by managing their digital identity. They explore the purpose of long-term online safety. Inspiration is provided through real-life examples. Curiosity is encouraged through evaluating risks, and collaboration through discussion.	Citizenship: How can we protect everyone's rights? Skills: understand equality, justice, and responsibility in society Pupils develop belonging by promoting equality and justice. They explore the purpose of rights and responsibilities. Inspiration is gained through historical and modern examples. Curiosity is encouraged through debate, and collaboration through discussion.	Staying safe: How can I stay safe as I grow up? Skills: assess complex risks, respond independently, seek appropriate support Pupils develop belonging through independence and responsibility. They explore the purpose of risk management. Inspiration is provided through real-life scenarios. Curiosity is encouraged through exploring complex situations, and collaboration through problem-solving.	Sex education: How do people become parents and carers? Skills: understand relationships, consent, reproduction, responsibility Pupils develop belonging through respectful understanding of relationships. They explore the purpose of consent and healthy relationships. Inspiration is provided through open discussion. Curiosity is addressed safely, and collaboration is promoted through respectful dialogue.