



Spindle Point Primary School

RSE (Relationship and Sex Education) Policy

Date policy presented to governors: 13/11/2025

Intention of RSE at Spindle Point

Rationale

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. At Spindle Point, this aspect of the curriculum is not delivered in isolation but is firmly rooted within the programme of study for PSHE and the Science National Curriculum. We believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Objectives / Pupil learning intentions

At Spindle Point, we use the Life Lessons PSHE programme of study. Within this, we include the statutory Relationships and Health Education.

- To provide our pupils with information and knowledge about relationships, society and families.
- Challenge beliefs, stereotypes and misconceptions
- Form positive attitudes and beliefs towards themselves and others
- Promote the skills necessary for effective communication and loving, caring and happy relationships.
- Encouraging positive behaviour towards others and understanding our diversity and individual differences
- Identifying how to keep healthy and safe

Statutory Requirements

The sex education contained in the National Curriculum science is compulsory in maintained schools. Currently all schools must have 'due regard' to the Secretary of State's guidance on RSE. This states that: *All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes* and *'Children should learn how a baby is conceived and born before they leave primary school.* The relationships education, Relationships and Sex education and Health education (England) regulations 2025, made under sections 34 and 35 of the Children and Social work Act 2017, make Relationships Education

compulsory for all pupils receiving a primary education. DFE sexual violence and sexual harassment guidance is now statutory in school and part of the KCSIE 2025.

Implementation of RSE at Spindle Point

At Spindle Point, we allocate 1 hour per week to the discreet teaching of PSHE. Included within this is the RSE curriculum.

Class teachers and HLTAs, deliver this programme in their own classrooms.

RSE Content

Relationships Education

At Spindle Point, relationships education will cover: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. The way these are covered throughout the school is indicated in the Life Lessons mapping document (Annex A). The Healthy Relationships in covers most of the statutory requirements of the relationships education, however some outcomes are taught elsewhere in Life Lessons. This holistic approach ensures that learning is reinforced through the year and across the curriculum.

Health Education

At Spindle Point, health education will cover: Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body. The way these are covered throughout the school is indicated in the J mapping document (Annex A).

Sex Education (upper key stage 2)

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

External Contributors

The expertise of external contributors is encouraged and welcomed at Spindle Point. External agencies such as Fort Alice (educating on healthy relationships and unhealthy relationships) and the school nurse are planned into the curriculum on an annual basis. We also buy in to Debt Awareness programmes for Upper Key Stage 2 and Crucial Crew for Year 6.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the sex education (but not the relationship and health education) provided at Spindle Point

except for those parts covered in the National Curriculum programmes of Science. Those parents/carers wishing to withdraw their child are invited to see the headteacher (Miss J Bingham) who will explore any concerns they might have and discuss any impact that withdrawal might have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed. Materials are available to parents/carers to supplement the sex education programme or who wish to deliver sex education to their children at home. Parents and carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as science. It is not possible to withdraw pupils from these relatively limited and unplanned discussions.

Involving Parents and Carers

At Spindle Point we aim to develop positive and supportive relationships with the parents of the pupils at our school. We understand that for some parents, RSE can be a sensitive part of the curriculum and some parents might feel that it is their primary duty to educate their child about sex education. It is extremely important to us that we establish positive relationships of mutual trust, understanding and co-operation by:

- Informing parents about the school's RSE policy and practice.
- Publish the RSE policy on the school website and have paper copies available on request
- Answer any questions that parents might have about the sex education of their child
- Take seriously any issue that parents raise with teachers and governors about this policy
- Encourage parents to become involved in the review of this policy and are encouraged to join the working party which reviews RSE annually.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports key messages from home.
- Inform parents in advance of key learning intentions

Confidentiality

At Spindle Point we encourage pupils to ask questions. Teachers should answer questions openly and honestly. When pupils are looking for advice, teachers should, wherever possible, encourage the pupil to seek advice from their own parents or carers. Teachers conduct RSE lessons in a sensitive manner. However if a child makes a disclosure during these lessons, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will not investigate the disclosure but will refer to the designated safeguarding lead (Miss J Bingham) or

the Deputy Designated Safeguarding Lead (Mrs L Howarth). See policy on Safeguarding and child protection.

Equality

Dfe guidance 2019 (pg.15) states “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protective characteristics....”

As such, at Spindle Point, we teach pupils about LBGT when appropriate. We ensure that this is fully integrated within the curriculum and not as stand alone lessons.

In addition to this, we promote respect for all and value every individual. We also respect the rights of our children, their families and our staff to hold beliefs, religious or otherwise and understand that sometimes these may be in tension with our approach to some aspect of the Relationships, Health and Sex Education.

Impact of RSE at Spindle Point

Assessment

Assessments are built into the Life Lessons PSHE programme of study. See PSHE policy.

Monitoring and Evaluation

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher monitors this policy with the PSHE co-ordinator on a regular basis and reports to governors on the effectiveness of this policy.

The PSHE co-ordinator will carry out monitoring during the academic year and conduct pupil interviews, book looks and learning walks to ensure the consistency of information and teaching and the impact on children's developing understanding of their health and relationships.

The curriculum review of the governing body monitors the RSE policy on an annual basis. The Governing body gives serious considerations to any comments from parents about the RSE programme.

Reviewed September 2025 by J Bingham and working party consisting of staff and parents.

Policy to be read alongside the Assessment Policy, EYFS Policy, Learning Environment Policy, Teaching and Learning Policy, Anti bullying policy, Safeguarding and Child Protection Policy, RSE Policy, Science Policy, Equality Policy, ICT acceptable use policy, Online Safety Policy, RE Policy

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Meet your emotions	I can name the range of core emotions	I can notice feelings in my body, so I can name my emotions.
	2	My healthy mind tool kit	There are lots of things we can do to manage our emotions	I can take action when I feel upset, angry or worried.
	3	All experiences are important	Everybody experiences the world differently	I can think about what we can do to make someone else feel better.
	4	Taking care of my body	Looking after my body helps me look after my mind	I can sleep, exercise and eat to stay healthy.
My Body & Me	1	Sensitive and special parts of our bodies (Include naming genitals)	Some parts of our bodies are more sensitive, and these should be treated with extra care.	I can keep my private parts safe and respect other people's bodies.
Healthy choices	1	How can we walk to fun places safely?	I can be safe near roads by paying attention and being calm	I can spot risks so that I can cross the road safely.
	2	How can we stay safe and have fun at home?	There are objects and places around my home where I need to be careful	I can spot risks in my home so that I can make safe choices.
	3	How can we stay safe whilst out and about?	There are places where I need to be extra careful.	I can spot risks in lots of different places so that I can make safe choices.
	4	Being safe everywhere	We can be safe everywhere if we are careful and make a good plan.	I can make a plan to stay safe in many different places
Healthy relationships	1	How do families look after each other?	Families look after each other in different ways, but it is important that everyone feels safe and loved.	I can describe how my family look after me and what I can do to help them.
	2	How do I feel when I am safe?	Feeling calm and happy are signs that we are safe.	I can spot when I feel safe with different people.
	3	How can I be kind and respectful to friends and family?	We can share how we feel kindly and respectfully.	I can be kind to friends and family and listen to other people carefully.
	4	What makes a great friend?	Friends should be kind, respectful, listen to us and help us be our true selves.	I can spot good friends and be a good friend myself.

Year 1 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Celebrating ourselves	We are important because we are special, and different from each other.	I can celebrate the things that make me special so I can understand why I am important.
	2	Celebrating our similarities and differences	Everyone should be treated equally.	I can celebrate the things that make us different.
	3	How can we help everyone to feel included at our school?	Feeling included is important for everyone.	I can help people feel included and value making friends who are different to me.
Digital Lives	1	Enjoying the online world	There are lots of things to do on devices	I can choose carefully what to do online
	2	Being safe online	I should feel safe online	I can take action if I do not feel safe online.
	3	Getting help when we are online	Not everything online is fun and safe	I can talk to an adult when I am worried about something that happens while I am using technology
	4	Making good choices online	We should be very careful when sharing things online.	I can stay safe online by not sharing photos and videos with strangers.
	5	Finding a balance online	It is important to spend time both online and offline	I can decide when I need to turn my device off
Aspiration & Money	1	Will I be good at something straight away?	We are never good at something straight away - we have to practice to get better.	I can keep going, even when I find something hard.
	2	What is money and where does it come from?	Money lets us buy things that we want and need.	I can keep money safe, so I don't lose it.
	3	Can we buy everything we want?	We cannot buy everything, so we have to choose carefully when to spend our money.	I can choose what to buy and what not to buy, so I get the things I want the most.

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	How many emotions are there?	There are lots of emotions and they all help us understand the world	I can talk about my emotions and make plans for how to manage them
	2	Change and loss are part of life	Change and loss happen to everyone	I can decide what to do when something in my life changes.
	3	Delicious food fuels my body!	Our bodies need healthy food to stay healthy	I can choose healthy foods that look after my body and mind.
	4	Do we all need the same things to stay healthy	We all need different things to stay healthy	I can think about what other people need to stay healthy.
	5	The right way to get things wrong	Getting things wrong is an important way that we learn	I can be resilient when I make a mistake or get something wrong
My body & me	1	How do our bodies change as we get older?	Our bodies change and grow as we get older.	I can talk to people about my body, so I can tell people if something is not right.
Healthy choices	1	Medicines and chemicals	Keeping clean is important for good health.	I can clean my body to stay healthy.
	2	Keeping clean and healthy	Medicines and chemicals help people when they are used properly	I can ask questions to understand what is safe.
	3	Doctors and emergencies	There are people who can help us in an emergency.	I can follow a plan during an emergency so I can keep myself and others safe.
	4	Looking after my teeth	Looking after our teeth is important for our health.	I can look after my teeth to keep them healthy.
Healthy relationships	1	Fun surprises, uncomfortable secrets	We should not keep secrets that will never be shared, especially when they make us feel uncomfortable.	I can listen to my body to help me make choices, so I know when to get help.
	2	Making decisions that feel good for me	You always have a right to say yes or no when someone asks you something.	I can decide what I want, so I can say yes or no.
	3	How can we make our school a happy place for everyone? (inclusion and anti-bullying)	We all should make sure our school is a safe place for everyone.	I can spot bullying and do something, so it stops.
	4	How can we tell if someone is a friend or a stranger?	It is important to know the difference between a friend and a stranger.	I can spot if someone is a friend or a stranger.

Year 2 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Every family is special!	Each family is special and should be celebrated.	I can celebrate everyone's differences so that everyone knows that they belong.
	2	What helps us to be ourselves? (challenging stereotypes)	Stereotypes can stop people from being themselves, and we should challenge them.	I can recognise stereotypes and know how to challenge them.
	3	Rules help to keep us safe, and keep things fair [Contextual]	Rules should help everyone to be safe and make things fairer.	I can respect school rules, so it is a fair place for everyone.
Digital Lives	1	Choosing what we do online	I have the power to choose what I do online.	I can decide whether something makes me feel safe or worried, so I can make healthy choices online.
	2	How can I talk to people safely and kindly online?	It is just as important to be kind online as in the offline world.	I am able to talk to others safely and kindly online.
	3	Sharing photos and videos	Sharing things online can be risky	I can decide if it is safe to share something online, so that I don't send pictures to a stranger.
	4	Spotting lies and what to do about it	Not everything that we see online is true	I can ask questions when I'm not sure that something is true online. This will help me spot fakes.
	5	How to be a great web searcher	The internet is an important place to find information	I am able to search for the answer to a question using the internet
	6	Staying safe online [Recap]	We can remember tips for how to stay safe online.	I can decide when to get support because of an online worry, so I can keep myself safe.
Aspiration & Money	1	What are we good at?	We are all good at many different things.	I can spot what I am good at, and practice hard so I get even better.
	2	What skills might I have in the future? [Greater depth]	There are so many things that we could use our skills for.	I can describe some of my dreams for the future.
	3	What makes someone good at a job?	We all have different strengths, and we need to practice to get better.	I can keep going, even when I don't find something easy.
	4	Why do people have jobs?	Different jobs are important for different reasons.	I can notice how people's jobs are helpful for the community.

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	We all have powerful emotions	Sometimes we can feel our emotions powerfully	I can spot the difference between strong emotions and poor mental health.
	2	How many ways are there to exercise?	Exercise is a really important part of keeping my body and mind healthy	I can make an exercise plan, to look after my body.
	3	A healthy and mindful week	Being healthy can look different every day	I can choose things that are right for me to keep my body and mind healthy.
	4	I am wonderful!	We are all different and all important	I have the confidence to be myself as I know I am important.
Healthy choices	1	Can I remember how to stay healthy?	It is important to keep our body healthy and safe.	I can keep clean and spot dangers, to stay healthy and keep myself and others safe.
	2	How can I enjoy a walk or a cycle near roads and railways?	Roads and railways can be dangerous.	I can spot the risks around transport, so that I know how to keep myself safe.
	3	How can I prepare for an adventure in all weathers and places?	Some places are particularly dangerous.	I can make a plan to reduce the risk in all weathers and places.
	4	How can I face challenges to have fun and achieve my dreams?	Taking risks is how we learn and challenge ourselves.	I can have a go at new things, even if I find them hard.
Healthy relationships	1	What can people do to help their families?	Healthy families support each other to be themselves, be safe and be happy.	I can be helpful and kind at home, to support my family.
	2	Our bodies belong to us!	Our bodies belong to us and we should decide what happens to them.	I can say no when I feel uncomfortable, so I can keep my body safe.
	3	Do friends always want the same things?	We do not have to agree with our friends all the time. We can learn from other people when they think differently to us.	I can respectfully share my opinion and listen to others, even if we disagree.
	4	Should we behave the same way with everyone we meet?	We should behave differently, based on where we are and who we are with.	I can choose how to behave, depending on where I am and who I'm talking to.

Year 3 PSHE curriculum continued

Identity & Community	1	The amazing cultures in our class and community.	There are many different cultures in our communities that we can learn from and celebrate.	I can tell people about my own culture, and be curious about theirs.
	2	How do we treat everyone kindly and with respect?	When we are treated with kindness and respect, we can thrive and be our true selves.	I can treat people kindly and challenge discrimination, so everyone can feel safe to be their true selves.
	3	How can we include everyone?	We sometimes need to make changes to include everyone.	I can make changes to include everyone, so no-one feels left out.
	4	How can we care for our world?	People can make a difference to the world, especially in our own neighbourhoods.	I can treat my neighbourhood with respect, and make good choices that help look after the planet.
Digital Lives	1	Healthy online friendships	We must be careful about who we talk to online.	I can describe the rules for online friendship.
	2	Feeling uncomfortable online	We should feel comfortable online but, unfortunately, some things might make us feel uncomfortable.	I can notice when something is inappropriate and do the right thing, such as report, block, take a screenshot and tell a trusted adult.
	3	Wellbeing in an online world	To have good wellbeing, we need to have a balance of different activities every day.	I can plan my day, so it has a balance of things that keep me healthy.
	4	Choosing what to do and what to share	Not everything on the internet is designed for children	I can explain how to use the internet safely without putting my personal information at risk.
	5	Deciding who to trust online	We cannot trust people online that we do not know offline.	I can choose who to trust online, so I do not talk to people who could hurt or upset me.
	6	What would a perfect online world be like?	The internet is not a perfect place, although it can be useful and fun.	I can explain everything I need to do to thrive online, so I can stay happy, safe and well.
Aspiration & Money	1	How do we decide when to spend and when to save?	We should think carefully before we spend money.	I can make good choices with my money, so I can get what I most want.
	2	Does money change how happy we are?	Money is important, but it can't make us happy.	I can understand when money is and is not important, so I can be happy with what I have.
	3	What are my hopes and dreams for the future?	If we think about the future, we can make a plan to achieve our hopes and dreams.	I can talk about how I will achieve my hopes and d

Year 4 PSHE curriculum

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Charging our batteries (the importance of sleep)	Sleep is important for keeping our body and mind healthy	I can make choices that help me have healthy sleeping habits.
	2	My strong emotion toolkit	There are things we can do to manage when we feel powerful emotions	I can choose a strategy to regulate, when I'm experiencing strong emotions.
	3	Celebrating healthy and delicious food from across the world	Different people enjoy different foods	I can explore different foods so I get to appreciate and enjoy many different cultures.
	4	What makes life so amazing?	Everyone's life is different with high points and challenges.	I can find the positives in life, so I feel grateful.
	5	Making marvellous mistakes [Greater depth]	Celebrating mistakes is important for us to grow and get better	I can make a plan to move on from my mistakes and help others do the same.
Healthy choices	1	How can I take control of my wellbeing?	The way we behave impacts our physical and mental health	I can make good choices to look after my physical and mental wellbeing.
	2	What are germs and how can I keep them out of my body?	Everyone gets poorly, but we can avoid spreading illnesses in several ways	I can look after myself in order to prevent the spread of illness.
	3	How can I explore natural places safely?	Sometimes, people can have reactions to things like the sun, foods, medicines and insect stings.	I can follow a plan to keep myself and others safe in various situations.
Healthy relationships	1	How can friends help us to be our true selves?	Good friends help us to grow and be ourselves, by listening to us, celebrating us and supporting us.	I can support my friends to be their true selves and be happy.
	2	How can I tell people what I want and need kindly?	It is important to listen when other people say no to us, and respect what they want.	I can say no to my friends in a respectful way so that I feel safe.
	3	What do we need when we lose a loved one?	When we lose people and animals that matter to us, we have big feelings and need support.	I can get support and do things that help if I lose someone I love.
	4	How do the people around us influence us?	Nearly everything we do or think has been influenced by someone else. Our influences are important.	I can notice when I'm being influenced by other people.
	5	Challenging negative influence	We can feel pressured to do things that make us feel uncomfortable.	I can identify when I may be being tricked or manipulated and can react appropriately and safely.

Year 4 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	How does the Equality Act allow us to live our best lives?	The Equality Act protects everyone from discrimination.	I can identify and safely challenge discrimination so that everyone is treated fairly.
	2	How can we keep a positive view of other people? (Challenging stereotypes)	A world without stereotypes is happier and fairer.	I can help others to be their true selves by celebrating their unique features and challenging stereotypes when I see them.
	3	How can everyone achieve their potential?	When we are our true selves, we can be happier.	I can celebrate myself for who I am and not what I am expected to be.
	4	How do our values shape our identity?	We can use our value system to help decide if something is right or wrong.	I can live in line with my personal values, so I can make decisions that feel true to myself.
	5	Do we all have the same values? (British Values)	Knowing that we share values with the people around us helps us to feel safe and like we belong.	I can use the British Values to think about things and decide how I feel about them.
	6	Why are communities important? [Contextual lesson]	Our communities are full of people, who share both similarities and differences.	I can celebrate the different people in my community, so everyone feels appreciated.
Digital Lives	1	Who uses the internet?	Most people online are strangers that we do not know.	I can identify an online stranger, so I can avoid talking to people who might upset or hurt me.
	2	Using social media safely	Social media is powerful and we have to make careful choices online.	I can choose what to share and say online, so I can stay safe and make sure that I am always kind.
	3	Connecting to trusted people online	People we do not know offline are online strangers.	I can explain how to decide if I can trust someone online, so I do not get tricked.
	4	Is the internet a fair place?	People are biased and the things we see on the internet can be biased too.	I can identify bias and the motivations of people online.
	5	Too good to be true? Spotting online fakes	Being tricked by fake news can have serious consequences.	I can question what I see online to make sure that I do not get tricked by fake news.
	6	Can we know what is real online?	It is very difficult to spot fake information online.	I can identify fake news so I can avoid getting tricked online.
Aspiration & Money	1	How can we keep our money safe?	Money is valuable, and if we have any we should try to keep it safe.	I can make choices that keep my money safe.
	2	What jobs are there in our community?	We need people to do many different things in our community, so we can be safe and happy.	I can imagine how I might help my community as I grow up.

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	How do we look after our mental health?	I know the difference between powerful emotions and poor mental health	I can respond to my emotions to look after my mental health.
	2	How can I share what's in my head and heart?	There is a range of ways that we can share how we feel	I can chose the best method and time for me to share how I feel
	3	What is special about me? [Greater depth]	If we accept and love ourselves, we will be able to thrive.	I can talk about myself positively to boost my self-worth.
My body & me	1	What is puberty?	During puberty, we turn from children into adults: our bodies and emotions change.	I am prepared for changes that happen during puberty, so I feel more confident.
	2	What is menstruation?	Menstruation happens in females, once they begin puberty.	I can support menstruators, so they can be more comfortable during their periods.
	3	Why do we need to clean more during puberty?	We need to clean more during puberty, to stay healthy and happy.	I can clean my body, so I can stay healthy and happy during puberty.
Healthy choices	1	How can I make good choices about smoking and vaping?	The substances in cigarettes and vapes are harmful.	I can take into account the consequences of smoking and vaping to help me make healthy choices.
	2	How do people become addicted?	People can become addicted to certain substances and addiction is an illness.	I can recognise the signs of addiction, so I can empathise with those who suffer from it and avoid becoming addicted in the future.
	3	How can we stay safe around fire?	There are different warning signs for hazards around me.	I can navigate hazards so I can protect myself and get help quickly in an emergency.
	4	How can I respond quickly to emergencies?	There are different emergency services that can help people if they are in danger.	I can follow the steps to quickly report an incident to the correct emergency service.
	5	Staying safe on adventures [Recap lesson]	There are lots of ways I can stay safe and still have fun and challenge myself	I can make a plan to manage risks whilst on adventures and facing challenges.
Healthy relationships	1	What does a healthy friendship feel like?	Good friends are kind, treat us with respect and deeply listen to us.	I can recognise the signs of a healthy and unhealthy friendship, so I feel safe and happy with my friends.
	2	How does it feel when relationships change?	When relationships change, we experience powerful emotions.	I can manage my feelings when relationships change and seek the support that I need.
	3	How can friends understand each other better?	When we understand each other better, we can have better friendships.	I can notice the reasons why I have a problem with a friendship, so I can make the relationship better.
	4	How do we fix a friendship that has gone wrong? (Conflict resolution)	We can fix friendships while being true to ourselves and what we need.	I can fix friendships when things go wrong, while respecting everyone's needs.
	5	Saying what we want (Consent and boundaries)	Personal boundaries are important for us to stay safe and happy.	I can decide and share my own boundaries to tell people what I want and need.

Year 5 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	Considering all of our needs (Supporting neurodiversity)	We all need different things to thrive.	I can make changes to support everyone to thrive.
	2	What does the path to equality look like?	People have not always been treated fairly, and that still affects us today.	I can make links between the way things were in the past and how they are now.
	3	How can we listen to other people's experiences better?	People find it hard to listen to other people if they don't feel listened to.	I can listen deeply to other people, so I can understand their experience better.
	4	How can we be our true selves? (exploring stereotypes)	We can be our true selves when there are fewer expectations around how we should be or act.	I can reduce the pressure on myself and others to act in a certain way, so we can all be free to be our true selves.
	5	Being an amazing ally	We have a responsibility to support people who face discrimination, as long as it is safe to do so.	I can offer support and empathy to people facing discrimination.
	6	What environments do we need to thrive? (The social model of disability)	We all need our environment to be adapted to our needs.	I can notice barriers for people, and make changes to include everyone.
	7	What gives us value?	Some people have more money than others, but our value is not based on how much wealth we have.	We can find activities that include all our friends and make them feel valuable.
Digital Lives	1	Red flags online	There are red flags of unhealthy behaviour online.	I can identify red flags in the online space so I can get better at avoiding upsetting and dangerous situations.
	2	Deciding what to share online	There are some things which are dangerous to share, such as picture and videos of ourselves as well as our personal information.	I can decide what is safe and not safe to share online, and when to get help from a trusted adult if things go wrong.
	3	Comparing ourselves to others on social media	Social media content is not always realistic and can make us feel anxious and insecure.	I can notice when the content I see is making me feel insecure or anxious, so I have better mental wellbeing.
	4	How social media companies use our data	I can describe how social media companies use our personal data to monitor our habits and target adverts and content at us.	I can notice when I'm seeing content that is aimed at me and understand that this is a sign that my data is being used to target me and that I'm being tracked online.
	5	Influence and Power online	Our actions online have powerful consequences.	I can make choices about how to use my power online.
	6	Staying safe in group chats	Group chats can be fun, but they can go wrong if people are not thoughtful and kind or if we are added by someone we do not trust.	I can make healthy choices about group chats, so I can stay happy and avoid hurting other people's feelings.
	7	How can I thrive online?	People's actions online can have powerful consequences.	I can make healthy choices so I can thrive online.
Aspiration & Money	1	How do people choose when to buy something?	It is important to prioritise what we spend our money on.	I can make good choices with my money, so I can prioritise the most important things.
	2	How can we be responsible shoppers? [Greater depth]	The products we buy have an impact on the environment because of their price, as well as how they are made, used and disposed of.	I can make good choices about what to buy and what to not buy.
	3	How can we help our communities other than by working?	Many jobs are not paid, but are still important to our communities.	I can contribute to my community, so I can make it better and feel like I belong.
	4	How can I match my skills with a job that I love?	If we do jobs that suit our skills, we will enjoy our work more and thrive.	I can understand how my skills might be good for certain jobs.

Year 6 PSHE curriculum

Unit title		Lesson title	Key knowledge	Life Lesson
Wellbeing	1	Change is important	Change happens all the time and makes us feel a range of emotions	I can use strategies to cope with change and overcome challenges.
	2	How can I stay as healthy as possible for my whole life?	The ways we stay healthy change as we get older	I can use a range of strategies to stay as healthy as possible.
	3	Staying regulated [Greater depth]		I can stay regulated, even when I am activated.
	1	How are our emotions affected by puberty?	Puberty affects our emotions in a number of different ways.	I am prepared for emotional changes that happen during puberty, so I feel more confident.
	2	How do our bodies change during puberty?	During puberty, we all go through similar changes, although each person has their own unique experience.	I am prepared for physical changes that happen during puberty, so I feel more confident.
	3	How do males and females change during puberty?	Males and females go through changes linked to their biological sex, although each person experiences this in their own unique way.	I am prepared for changes that will happen to me during puberty, so I feel more confident.
	4	Do you ever feel pressure to look a certain way?	Our bodies are all different and wonderful	I can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist.
	5	Sexual reproduction (Optional - parents can withdraw their children from this lesson)	Starting a family can be an exciting part of a loving, adult relationship and it is a big commitment.	I can understand what sexual reproduction is, so that I am better prepared for adulthood.
Healthy choices	1	Why do some people drink alcohol?	Alcohol can be addictive and can affect people's health.	I can take into account the consequences of drinking alcohol, so I can make and articulate my healthy choices.
	2	What are the facts about drugs?	Some drugs are legal and are prescribed by a doctor. Other drugs are illegal and can have harmful effects.	I can make healthy choices and resist peer pressure to take drugs.
	3	Why are vaccines so important?	Vaccines are important to keep ourselves and others safe from diseases and viruses.	I can evaluate the evidence around vaccines, so I can explain why they are important in saving lives.
	4	How can I perform basic first aid?	First aid is a set of skills to help someone who needs medical help	I can follow basic first aid instructions to look after people in an emergency.

Year 6 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Healthy relationships	1	What does a healthy romantic relationship feel like?	Healthy romantic relationships have similar features to all other healthy relationships.	I can recognise the signs of a healthy romantic relationship.
	2	What skills do people need to stay in a healthy relationship for a long time?	We need to work to maintain healthy relationships, which are built on trust, love, understanding and respect.	I can use these skills to maintain healthy relationships with my friends and family.
	3	Communicating boundaries and needs clearly (Consent)	Clear communication is essential, so other people understand our boundaries and we understand theirs.	I can tell people what my boundaries are, and listen to theirs, so I can treat people kindly and respectfully.
	4	How do we surround ourselves with people who respect and care about us?	We should put our energy into healthy relationships that make us feel safe, happy, respected and our true selves.	I can put work into healthy relationships and not into unhealthy ones, so I can stay safe and happy.
	5	How can we help each other to grow and be our true selves? [Greater depth]	Our words, attitudes and actions impact the people around us.	I can value, respect, celebrate my friends, so they can be comfortable to be their true selves.
	6	How can we stay true to ourselves, whilst learning from other people? [Greater depth]	We need to balance our own thoughts with other people's advice.	I can decide when to make a decision myself, and when to ask for support.

Unit title		Lesson title	Key knowledge	Life Lesson
Identity & Community	1	How can we appreciate and respect people without judgement? (Challenging unconscious bias)	When we see people for who they truly are without judgement, we help them to be happy and safe.	I can recognise when I'm being judgemental, so I can see people for who they really are.
	2	Why is our heritage important?	Many people have been discriminated against in British history, and some still are.	I can have curiosity when learning about other people's history, so my mind remains open to many different experiences and histories.
	3	What do we need to feel like we belong? (Challenging racism and anti-religious hate)	To feel like we belong, we need people to treat us with kindness and respect.	I can treat people with respect, and challenge racism, so we can all feel like we belong.
	4	Why is it important to love authentically?	Gay people have always lived in Britain, and they have found support within their community and with allies.	I can identify and challenge homophobia, to help everyone be themselves.
	5	How do we express our identity?	There are many ways that people express and describe themselves.	I can accept other people's identities, so they are happy to be themselves.
	6	How can we talk about gender and identity?	Our gender can have a significant impact on our lives, and understanding it can help us understand ourselves and others.	I can talk with care about my own and other people's gender.
	7	How can we build healthy communities?	Healthy communities support us to feel safe, belong and to be our true selves.	I can contribute to my community, so I can help everyone to thrive.
	8	What does identity mean to me?		

Year 6 PSHE curriculum continued

Unit title		Lesson title	Key knowledge	Life Lesson
Digital Lives	1	Power and friendship online	People have power over each other in the online space.	I can resist unhealthy peer pressure and know when to make independent healthy choices for myself online.
	2	Discrimination online	Discrimination exists online and it is not acceptable.	I can act appropriately if I experience or witness discrimination online, so I can protect myself and other people.
	3	Motivation and manipulation online	Content creators have different motivations and biases. This affects what they post about.	I can identify a range of motivations and biases, so I am better at understanding why people post things online.
	4	Do I live in an echo chamber?	An echo chamber can create incorrect opinions of others and make us biased.	I can identify the dangers of being in an echo chamber and can understand how to appreciate a range of other views.
	5	Can I spot an online fake?	Fake news is common and many people are tricked by it.	We can learn to verify information, so we know what is real and what is fake.
	6	What are the dangers of misinformation?	Sometimes the things people read online are not true.	I can verify whether something is true or not, so I do not get tricked online and believe things that are not true.
Aspiration & Money	1	What are my dreams for my future, and how do I get there?	Having a dream for the future can help us have a life that we enjoy.	I can make a plan for how I will achieve my dreams.
	2	What skills do I need to do the things I want to do?	We need to build up skills over time to do exciting things that we love.	I can identify the skills needed for certain jobs, roles and hobbies.
	3	How much money is enough to have a good life?	Money is useful, but there are other things in life that are more important.	I can appreciate the things that I have that do not cost any money.
	4	How can we protect our money?	It is easy to lose our money, particularly online.	I can protect any money that I have, I can spend it on things I really want and need.
	5	How do I manage my money day-to-day?	If we know how to be careful with money, we can prioritise buying the things we need the most.	I can decide when to spend my money and how to look after it safely.
Transition	1	Reflections: How does it feel to finish primary school?	Our time in primary school is really important, and we will have many feelings as we look back on that time, as well as how we feel to leave.	I understand my feelings about leaving primary school.
	2	Change: What will change, when we go to secondary school?	Change brings a mixture of excitement for new opportunities, and grief for what we have left behind. We can learn strategies to talk about these feelings, and regulate when we experience powerful emotions.	I have strategies to help me handle big change.
	3	Readiness: How do I prepare myself for secondary school?	Expectations in secondary school might be different. Preparing ourselves for this change will mean we can enjoy our transition to secondary school and make a good first impression on our classmates and school staff.	I can make a plan to be ready to start my new school.
	4	Independence: How do I take responsibility for my wellbeing?	As we grow older, we will start to look after ourselves more, and have more opportunity to make our own choices.	I can make independent plans and choices to support my wellbeing.