



PSHE and RSE

Personal, Social, Health and Economic

Relationships and Sex Education

Curriculum Intent

- At Hollins Grundy, our Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) work together to support the personal development, wellbeing and safety of every child. While PSHE and RSE are taught as distinct areas, they are closely linked and together provide pupils with the knowledge, skills and confidence they need to navigate the modern world.
- Through PSHE, children learn about physical and mental health, emotional wellbeing, staying safe (both online and offline), and how to build respectful relationships. RSE builds on this by helping pupils understand family and friendships, how relationships develop, and the changes that happen during puberty. These topics are approached with sensitivity, using age-appropriate resources and creating a safe space for discussion.
- In the Early Years Foundation Stage at Hollins Grundy, the foundations of PSHE and RSE are built through the *Personal, Social and Emotional Development* (PSED) area of the EYFS Framework. Children learn to build relationships, manage emotions, and develop a sense of self within a safe and nurturing environment. Through play, stories and everyday routines, children begin to understand important concepts such as friendship, kindness, taking turns, and personal boundaries. They are encouraged to express their feelings, respect others, and recognise how to keep themselves healthy and safe.
- Our curriculum helps children to develop a strong sense of self, make informed choices, and understand their rights and responsibilities. We also encourage pupils to recognise when something doesn't feel right, and know how and where to seek help.
- By building these life skills, our PSHE and RSE teaching prepares children to stay safe, form positive relationships and lead happy, healthy lives both now and in the future.



Long term overview

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Who/What makes me happy and healthy? <i>Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)</i></p> <p>Don't be rude, Dude! (Rules and respect) <i>Respecting ourselves and others (RSE) and Keeping Safe (PSHE)</i></p>	<p>How can I keep myself and my feelings safe? <i>Safe relationships (RSE) and Growing/changing (PSHE)</i></p> <p>Our Super Community! <i>Safe relationships, Money and Work (RSE)</i></p>	<p>Online safety! <i>Media literacy and digital resilience (RSE)</i></p>
Year 2	<p>You've got a friend in me. But am I a good one? <i>Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)</i></p> <p>Safety first! Staying safe online and in the real world. <i>Media literacy and digital resilience (RSE) and Keeping safe (PSHE)</i></p>	<p>Respect! What does that mean? <i>Respecting ourselves and others & Belonging to a community (Both RSE curriculum)</i></p> <p>Personal safety and changes. <i>Safe relationships (RSE) and Growing and changing (PSHE)</i></p>	<p>Money, Money, Money <i>Money and work (RSE)</i></p>
Year 3	<p>What does the word family mean to me? <i>Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)</i></p> <p>What do we mean by boundaries and why are they so important? <i>Safe relationships (RSE) and Keeping safe (PSHE)</i></p>	<p>R.E.S.P.E.C.T – Let's find out what it means to me. <i>Respecting ourselves and others (RSE) and Growing and Changing (PSHE)</i></p> <p>Do I have rights and does this make me better than others? <i>Belonging to a community (RSE)</i></p>	<p>Does the internet do more bad than good? <i>Media literacy and digital resilience (RSE)</i></p> <p>What is a job and do I need one? <i>Money and Work (RSE)</i></p>
Year 4	<p>What does it mean to live positively? <i>Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)</i></p> <p>Community and me <i>Respecting ourselves and others & Belonging to a community (Both RSE)</i></p>	<p>Being aware of the world around us <i>Media literacy and digital resilience (RSE) and Keeping safe (PSHE)</i></p>	<p>Money matters <i>Money and work (RSE)</i></p> <p>My relationship with myself and others. <i>Safe relationships (RSE) and Growing and changing (PSHE)</i></p>
Year 5	<p>Friends and fun in the sun. <i>Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)</i></p> <p>What's happening to my body? <i>Physical health and Mental Wellbeing (PSHE)</i></p>	<p>How do our choices shape who we are? <i>Belonging to a community, respecting ourselves and others (RSE)</i> <i>Growing and changing (PSHE)</i></p>	<p>Navigating a digital world. <i>Media literacy and digital resilience (RSE)</i></p> <p>Touch, Privacy and Keeping Safe. <i>Safe relationships (RSE) and Growing and Changing (PSHE)</i></p>
Year 6	<p>Love and attraction – What's it all about? <i>Families and friendships (RSE) and Physical Health and Wellbeing (PSHE)</i></p> <p>Friends, Feels and Filters <i>Safe relationships (RSE) and Keeping safe (PSHE)</i></p>	<p>Risks, Drugs and Role-Models <i>Respecting ourselves and others (RSE) and Keeping safe (PSHE)</i></p> <p>Don't judge a brain by its cover! <i>Belonging to a community and Media literacy and digital resilience (RSE)</i></p>	<p>What does money mean to you? <i>Belonging to a community and Media literacy and digital resilience (RSE)</i></p> <p>New beginnings, Same me. <i>Families and friendships (RSE) and Growing and changing (PSHE)</i></p>

Puberty and Sex Education

Year 5 – Puberty Education – Autumn Term

In Year 5, pupils learn about puberty and how their bodies will begin to change as they grow. This content forms part of the statutory Health Education curriculum, so parents are not able to withdraw their child from these lessons. We approach this learning with sensitivity, care and age-appropriate language to ensure all children feel comfortable and supported. Teaching puberty openly and accurately helps prevent misinformation and provides pupils with a clear, factual understanding of the changes they may experience. Our aim is to increase children's awareness of puberty, promote confidence during this stage of development, and ensure they know where to seek help if they have questions or worries.

Year 6 – Sex Education – Summer Term

While parents may choose to withdraw their child from this small, non-statutory element of sex education, we believe it is a vital and important part of preparing pupils for life beyond primary school. As children approach adolescence and transition to high school, it is essential that they receive clear, accurate and age-appropriate information. Teaching this content helps to combat the misinformation that many children may otherwise encounter and ensures they develop a secure, factual understanding of how human reproduction works. Our aim is to equip pupils with knowledge that supports their safety, wellbeing and confidence as they grow.

Curriculum Implementation

- At Hollins Grundy Primary School, our PSHE and RSE curriculum is delivered through a well-structured and carefully planned approach that supports pupils' personal development, emotional wellbeing, and understanding of the world around them. We implement our curriculum through a combination of the **Learning Challenge Curriculum**, high-quality classroom practice that creates space for **sensitive and inclusive teaching** and incorporating an understanding of mindfulness and mindful practice.
- Our **Learning Challenge Curriculum** uses key questions to drive learning, promote curiosity, and encourage deeper thinking. These questions provide a starting point for pupils to **explore identities**, understand **rules and responsibilities**, and appreciate **respect and difference** in a safe and supportive environment.
- We ensure that **sensitive topics are taught with care**, using age-appropriate language and resources, while fostering an atmosphere of trust and mutual respect. Staff are trained to respond appropriately to pupil needs and to facilitate **open, honest, and respectful discussions**.
- Regular **class discussions, circle times, and reflection opportunities** are key components of our approach. Pupils are encouraged to express their thoughts and feelings, listen to others, and challenge ideas respectfully. Activities are planned to promote **critical thinking, empathy, and moral reasoning**, allowing children to explore real-life scenarios and reflect on their own values and choices.
- Throughout all year groups, PSHE and RSE are woven into the wider curriculum, collective worship, school ethos and pastoral care. We work closely with parents and carers to ensure our teaching complements learning at home and reflects our shared commitment to the wellbeing and personal development of every child.



EYFS

EYFS — Who helps me to be the best ‘ME’?

NC Links – RSE – Children in Reception

RSE Objectives, PSHE Objectives

LC1	Why am I so special? <ul style="list-style-type: none">• See themselves as a valuable individual.	Autumn term
LC2	How can we talk to other people? <ul style="list-style-type: none">• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.	
LC3	But what if I find it too hard? <ul style="list-style-type: none">• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.	Spring term
LC4	Who do I know that’s important to me? <ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.	
LC5	Is everybody the same? <ul style="list-style-type: none">• Think about the perspectives of others.• Recognise that people have different beliefs and celebrate special times in different ways.	Summer term
LC6	How can I be grown up and look after myself? <ul style="list-style-type: none">• Manage their own needs: personal hygiene• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian	
LC7	What are some good things I can do in school? <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">- lining up and queuing- mealtimes	



Year 1

Year 1 – Don't Be Rude, Dude! (Rules and respect)

NC Links – Respecting ourselves and others (RSE) and Keeping Safe (PSHE)

RSE Objectives, PSHE Objectives

VIDEO RESOURCE – THE RUDE ROBOT https://www.youtube.com/watch?v=fq09X_kyeJU

LC1	<p>What are rules and do we need them? How rules can help to keep us safe About what respect means about class rules, being polite to others, sharing and taking turns</p>
LC2	<p>What do we do if we see something 'bad' when we're on the internet? Whom to tell if they see something online that makes them feel unhappy, worried, or scared Basic rules for keeping safe online</p>
LC3	<p>Am I too young to watch this? why some things have age restrictions, e.g. TV and film, games, toys or play areas</p>
LC4	<p>Am I being kind or unkind? what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel</p>

Year 1 – Who/what makes me happy and healthy?

NC Links – Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>Who are the people who care for me?</p> <ul style="list-style-type: none">• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers• the role these different people play in children’s lives and how they care for them
LC2	<p>What does the word family mean?</p> <ul style="list-style-type: none">• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
LC3	<p>Who are the people who care for me?</p> <ul style="list-style-type: none">• about the importance of telling someone — and how to tell them — if they are worried about something in their family• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
LC4	<p>How can I keep myself healthy?</p> <ul style="list-style-type: none">• what it means to be healthy and why it is important• how to keep safe in the sun• about healthy and unhealthy foods, including sugar intake
LC5	<p>How can I take care of myself?</p> <ul style="list-style-type: none">• ways to take care of themselves on a daily basis• about basic hygiene routines, e.g. hand washing
LC6	<p>Why is it important to keep moving?</p> <ul style="list-style-type: none">• about physical activity and how it keeps people healthy• about different types of play, including balancing indoor, outdoor and screen-based play

Year 1 – How can I keep myself and my feelings safe?

NC Links – Safe relationships(RSE) and Growing/changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	Who can help me if something doesn't feel right? about situations when someone's body or feelings might be hurt and whom to go to for help how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings
LC2	What do we mean by feelings? how to recognise feelings in themselves and others how feelings can affect how people behave
LC3	Can I feel as good as everyone else? to recognise what makes them special and unique including their likes, dislikes and what they are good at
LC4	Is it always OK to touch? about what it means to keep something private, including parts of the body that are private. to identify different types of touch and how they make people feel to identify different types of touch and how they make people feel how to respond if being touched makes them feel uncomfortable or unsafe
LC5	What does <u>permission</u> mean? when it is important to ask for permission to touch others how to ask for and give/not give permission

Year 1 – Our super community!

NC Links – Safe relationships, Money and Work (RSE)

RSE Objectives, PSHE Objectives

LC1	What do we need rules in our society? About examples of rules in different situations, e.g. class rules, rules at home, rules outside How rules can help to keep us safe
LC2	Does everybody need the same thing? That different people have different needs.
LC3	How do we care for all living things? How we care for people, animals and other living things in different ways
LC4	What is the environment and how can I help to look after it? How they can look after the environment, e.g. recycling
LC5 Money and work	Super me! How will my strengths help me to succeed? that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs
LC6 Money and work	Who helps our community? about people whose job it is to help us in the community about different jobs and the work people do

Year 1 – Online Explorers: Stay Safe!

NC Links – Media literacy and digital resilience (RSE)

RSE Objectives, PSHE Objectives

LC1	What is the internet and why is it so important? how and why people use the internet how people find things out and communicate safely with others online
LC2	Is the Internet a good thing? the benefits of using the internet and digital devices basic rules for keeping safe online
LC3	Can we communicate better with the internet? how people find things out and communicate safely with others online How can I engage safely?
LC4	Will I be safe online? basic rules for keeping safe online How can I engage safely?



Year 2

Year 2 — You've got a friend in me, but am I good one?

NC Links – Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What makes a good friend?</p> <ul style="list-style-type: none">• how to be a good friend, e.g. kindness, listening, honesty• about different ways that people meet and make friends
LC2	<p>How can we make sure all our friends enjoy the game we're playing?</p> <ul style="list-style-type: none">• strategies for positive play with friends, e.g. joining in, including others, etc.
LC3	<p>Can friends argue?</p> <ul style="list-style-type: none">• about what causes arguments between friends• how to positively resolve arguments between friends• how to describe and share a range of feelings
LC4	<p>What can I do if I'm feeling sad or lonely?</p> <ul style="list-style-type: none">• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others• how to manage big feelings including those associated with change, loss and bereavement• when and how to ask for help, and how to help others, with their feelings
LC5	<p>Helping friends is good, but how can I look after myself?</p> <ul style="list-style-type: none">• about routines and habits for maintaining good physical and mental health• why sleep and rest are important for growing and keeping healthy• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
LC6	<p>Why are my teeth important and how can I look after them?</p> <ul style="list-style-type: none">• the importance of, and routines for, brushing teeth and visiting the dentist• about food and drink that affect dental health

Year 2 – Safety first! Staying safe online and in the real world.

NC Links – Media literacy and digital resilience (RSE) and Keeping safe (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What is the internet and how can I get it?</p> <ul style="list-style-type: none">• the ways in which people can access the internet e.g. phones, tablets, computers• to recognise the purpose and value of the internet in everyday life
LC2	<p>It says it on the internet... it has to be true, doesn't it?</p> <ul style="list-style-type: none">• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos• that information online might not always be true
LC3	<p>What risks could I encounter everyday and how can I keep myself safe?</p> <ul style="list-style-type: none">• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
LC4	<p>What situations could be unsafe?</p> <ul style="list-style-type: none">• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
LC5	<p>Can medicines and creams make me feel different?</p> <ul style="list-style-type: none">• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
LC6	<p>If someone has an accident, what do I need to do?</p> <ul style="list-style-type: none">• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Year 2 – Respect! What does that mean?

NC Links – Respecting ourselves and others & Belonging to a community (Both RSE curriculum)

RSE Objectives,

LC1	What do we have in common with others? <ul style="list-style-type: none">• about the things they have in common with their friends, classmates, and other people
LC2	Is it OK to like different things to our friends? <ul style="list-style-type: none">• about the things they have in common with their friends, classmates, and other people• how friends can have both similarities and differences
LC3	How can we work together if we're all different? <ul style="list-style-type: none">• how to play and work cooperatively in different groups and situations• how to share their ideas and listen to others, take part in discussions, and give reasons for their views
LC4	Should I do what other people tell me to do? <ul style="list-style-type: none">• how to resist pressure to do something that feels uncomfortable or unsafe• how to ask for help if they feel unsafe or worried and what vocabulary to use
LC5	What do we mean by that word 'community'? <ul style="list-style-type: none">• about being a part of different groups, and the role they play in these groups e.g.• class, teams, faith groups• about different rights and responsibilities that they have in school and the wider community
LC6	Is community important? <ul style="list-style-type: none">• about how a community can help people from different groups to feel included• to recognise that they are all equal, and ways in which they are the same and different to others in their community

Year 2 — Personal safety and changes.

NC Links – Safe relationships (RSE) and Growing and changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What do we mean by ‘hurtful’ behaviour?</p> <ul style="list-style-type: none">• how to recognise hurtful behaviour, including online• what to do and whom to tell if they see or experience hurtful behaviour, including online
LC2	<p>What’s bullying and how can we spot it?</p> <ul style="list-style-type: none">• about what bullying is and different types of bullying and how someone may feel if they are being bullied
LC3	<p>Should we keep secrets?</p> <ul style="list-style-type: none">• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
LC4	<p>Should I do what other people tell me to do?</p> <ul style="list-style-type: none">• how to resist pressure to do something that feels uncomfortable or unsafe• how to ask for help if they feel unsafe or worried and what vocabulary to use
LC5	<p>What do we mean by the human life cycle and how does it affect our bodies?</p> <ul style="list-style-type: none">• about the human life cycle and how people grow from young to old• how our needs and bodies change as we grow up• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
LC6	<p>What other changes will we face going up?</p> <ul style="list-style-type: none">• about change as people grow up, including new opportunities and responsibilities• preparing to move to a new class and setting goals for next year

Year 2 – Money, Money, Money...

NC Links – Money and work (RSE)

RSE Objectives

LC1	<p>Money - what is it and why do we need it?</p> <ul style="list-style-type: none">• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments
LC2	<p>Does money grow on trees and how can we keep it safe?</p> <ul style="list-style-type: none">• how money can be kept and looked after• about getting, keeping and spending money
LC3	<p>Why do our parents 'go to work'?</p> <ul style="list-style-type: none">• that people are paid money for the job they do
LC4	<p>What do we need vs. what do we want?</p> <ul style="list-style-type: none">• how to recognise the difference between needs and wants• how people make choices about spending money, including thinking about needs and wants
LC5	<p>Can medicines and creams make me feel different?</p> <ul style="list-style-type: none">• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
LC6	<p>If someone has an accident, what do I need to do?</p> <ul style="list-style-type: none">• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say



Year 3

Year 3 – What does the word family mean to me?

NC Links – Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What makes a family?</p> <ul style="list-style-type: none">• to recognise and respect that there are different types of families, inc single parents, same-sex parents, step-parents, blended families, foster and adoptive• that being part of a family provides love, support, stability
LC2	<p>What are the features of family life?</p> <ul style="list-style-type: none">• about the positive aspects of being part of a family, such as spending time together and caring for each other• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
LC3	<p>What if I'm worried? How can I express my feelings?</p> <ul style="list-style-type: none">• to identify if/when something in a family might make someone upset or worried• what to do and whom to tell if family relationships are making them feel unhappy or unsafe• strategies to identify and talk about their feelings• about some of the different ways people express feelings e.g. words, actions, body language• to recognise how feelings can change overtime and become more or less powerful
LC4	<p>What can we do with our family to help keep us healthy?</p> <ul style="list-style-type: none">• about the choices that people make in daily life that could affect their health• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)• what can help people to make healthy choices and what might negatively influence them• about habits and that sometimes they can be maintained, changed or stopped• about the things that affect feelings both positively and negatively
LC5	<p>What do we mean by good and bad habits?</p> <ul style="list-style-type: none">• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally• that regular exercise such as walking or cycling has positive benefits for their mental and physical health

Year 3 – What do we mean by boundaries and why are they so important?

NC Links – Safe relationships (RSE) and Keeping safe (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What do we mean by boundaries? What should we share with others?</p> <ul style="list-style-type: none">• What is appropriate to share with friends, classmates, family and wider social groups including online• about what privacy and personal boundaries are, including online• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
LC2	<p>What is 'bullying'?</p> <ul style="list-style-type: none">• that bullying and hurtful behaviour is unacceptable in any situation• about the effects and consequences of bullying for the people involved• about bullying online, and the similarities and differences to face-to-face bullying
LC3	<p>Who can I talk to, to help keep myself safe?</p> <ul style="list-style-type: none">• what to do and whom to tell if they see or experience bullying or hurtful behaviour• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
LC4	<p>What is a hazard and how can I keep myself safe?</p> <ul style="list-style-type: none">• how to identify typical hazards at home and in school• how to predict, assess and manage risk in everyday situations e.g. crossing the road running in the playground, in the kitchen• about fire safety at home including the need for smoke alarms
LC5	<p>What are rules and why is it important to follow them?</p> <ul style="list-style-type: none">• the importance of following safety rules from parents and other adults• how to help keep themselves safe in the local environment or unfamiliar places,• including road, rail, water and firework safety

Year 3 – R.E.S.P.E.C.T. – Let’s find out what it means for me.

NC Links – Respecting ourselves and others (RSE) and Growing and Changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What do we mean by ‘respect’?</p> <ul style="list-style-type: none">• to recognise respectful behaviours e.g. helping or including others, being responsible• how to model respectful behaviour in different situations e.g. at home, at school, online• the ways in which people show respect and courtesy in different cultures and in wider society
LC2	<p>What does it mean to treat others politely?</p> <ul style="list-style-type: none">• the importance of self-respect and their right to be treated respectfully by others• what it means to treat others, and be treated, politely
LC3	<p>What do we mean by the term ‘identity’?</p> <ul style="list-style-type: none">• that everyone is an individual and has unique and valuable contributions to make• to recognise how strengths and interests form part of a person’s identity• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)
LC4	<p>What challenges could we face and how can we overcome them?</p> <ul style="list-style-type: none">• to recognise common challenges to self -worth e.g. finding school work difficult,• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
LC5	<p>Do we have to stay ‘friends’ all the time?</p> <ul style="list-style-type: none">• friendship issues• what it means to treat others, and be treated, politely

Year 3 – Do I have rights and does this make me better than others?

NC Links – Belonging to a community (RSE)

RSE Objectives, PSHE Objectives

LC1	<p>What are rules and why do we have them?</p> <ul style="list-style-type: none">• the reasons for rules and laws in wider society• the importance of abiding by the law and what might happen if rules and laws are broken• the importance of following safety rules from parents and other adults• how to help keep themselves safe in the local environment or unfamiliar places,
LC2	<p>What do we mean 'human rights'?</p> <ul style="list-style-type: none">• the importance of self-respect and their right to be treated respectfully by others• what human rights are and how they protect people• to identify basic examples of human rights including the rights of children
LC3	<p>What is the UNCRC and why is it important?</p> <ul style="list-style-type: none">• about how they have rights and also responsibilities• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn• to identify basic examples of human rights including the rights of children• about different rights and responsibilities that they have in school
LC4	<p>What does the word 'community' actually mean?</p> <ul style="list-style-type: none">• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups and the wider community• about how a community can help people from different groups to feel included• to recognise that they are all equal, and ways in which they are the same and different to others in their community

Year 3 – Does the internet do more bad than good?

NC Links – Media literacy and digital resilience (RSE)

RSE Objectives, PSHE Objectives

LC1	<p>Is the internet a good thing?</p> <ul style="list-style-type: none">• how the internet can be used positively for leisure, for school and for work
LC2	<p>Should we believe everything we see on the internet?</p> <ul style="list-style-type: none">• to recognise that images and information online can be altered or adapted and the reasons for why this happens• strategies to recognise whether something they see online is true or accurate
LC3	<p>Should I be seeing or playing this?</p> <ul style="list-style-type: none">• to evaluate whether a game is suitable to play or a website is appropriate for their age-group• to make safe, reliable choices from search results
LC4	<p>What if something that makes me unsure or uncomfortable?</p> <ul style="list-style-type: none">• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication• to recognise that images and information online can be altered or adapted and the reasons for why this happens
LC5	<p>Who do I talk to about things online that make me uncomfortable?</p> <ul style="list-style-type: none">• the importance of following safety rules from parents and other adults• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication• strategies to identify and talk about their feelings

Year 3 – What is a job and do I need one?

NC Links – Money and Work (RSE)

RSE Objectives, PSHE Objectives

LC1	<p>What is a job? What different job roles are there?</p> <ul style="list-style-type: none">• about jobs that people may have from different sectors e.g. teachers, business people, charity work• that people can have more than one job at once or over their lifetime
LC2	<p>Can anyone have any job?</p> <ul style="list-style-type: none">• about common myths and gender stereotypes related to work• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
LC3	<p>What skills do I need to do my job?</p> <ul style="list-style-type: none">• about some of the skills needed to do a job, such as teamwork and decision-making• to recognise their interests, skills and achievements and how these might link to future jobs
LC4	<p>Setting goals and being ambitious.</p> <ul style="list-style-type: none">• how to set goals that they would like to achieve this year e.g. learn a new hobby• Transferrable skills• to recognise their interests, skills and achievements and how these might link to future jobs



Year 4

Year 4 – What does it mean to live positively?

NC Links – Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What do we mean by 'positive' friendships?</p> <ul style="list-style-type: none">• about the features of positive healthy friendships such as mutual respect, trust and sharing interests• strategies to build positive friendships• how to seek support with relationships if they feel lonely or excluded
LC2	<p>Are friends online really my friends?</p> <ul style="list-style-type: none">• how to communicate respectfully with friends when using digital devices• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know• what to do or whom to tell if they are worried about any contact online
LC3	<p>How can I stay healthy physically and mentally?</p> <ul style="list-style-type: none">• about the features of positive healthy friendships such as mutual respect, trust and sharing interests• how to seek support with relationships if they feel lonely or excluded• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
LC4	<p>What is physical health and why is it so important?</p> <ul style="list-style-type: none">• what good physical health means and how to recognise early signs of physical illness• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
LC5	<p>Why you need to floss like a boss!</p> <ul style="list-style-type: none">• how to maintain oral hygiene and dental health, including how to brush and floss correctly• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

Year 4 – Community and me

NC Links – Respecting ourselves and others & Belonging to a community (Both RSE)

LC1	<p>We've heard 'everyone's different', but what makes them so?</p> <ul style="list-style-type: none">• to recognise differences between people such as gender, race, faith• about the importance of respecting the differences and similarities between people
LC2	<p>How do I talk to and about others respectfully?</p> <ul style="list-style-type: none">• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations• a vocabulary to sensitively discuss difference and include everyone
LC3	<p>What's a community and why is it a good thing?</p> <ul style="list-style-type: none">• the meaning and benefits of living in a community
LC4	<p>Can I only be in one community?</p> <ul style="list-style-type: none">• to recognise that they belong to different communities as well as the school community
LC5	<p>Who's who in a community and how can they help one another?</p> <ul style="list-style-type: none">• about the different groups that make up and contribute to a community• about the individuals and groups that help the local community, including through volunteering and work• how to show compassion towards others in need and the shared responsibilities of caring for them

Year 4 – Being aware of the world around us.

NC Links – Media literacy and digital resilience (RSE) and Keeping safe (PSHE)

RSE Objectives, PSHE Objectives

LC1	If medicines make us better, I can take any of them. Right? <ul style="list-style-type: none">the importance of taking medicines correctly and using household products safely
LC2	Drugs – What are they? <ul style="list-style-type: none">to recognise what is meant by a ‘drug’that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
LC3	What do drugs do to our body? <ul style="list-style-type: none">to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effectsto identify some of the risks associated with drugs common to everyday life
LC4	Can drugs become a bad habit? <ul style="list-style-type: none">that for some people using drugs can become a habit which is difficult to breakhow to ask for help or advice
LC5	What do we mean by a ‘digital footprint’ and how does it affect us? <ul style="list-style-type: none">that everything shared online has a digital footprintthat organisations can use personal information to encourage people to buy things
LC6	Why do we see adverts online and how do they impact us? <ul style="list-style-type: none">to recognise what online adverts look liketo compare content shared for factual purposes and for advertising
LC7	How are search results organised? that search results are ordered based on the popularity of the website and that this can affect what information people access.

Year 4 – Money matters.

NC Links – Money and work (RSE)

RSE Objectives, PSHE Objectives

LC1	What do we spend our money on? Is it a need or a want? how people make different spending decisions based on their budget, values and needs
LC2	What do we mean by 'keeping track' of our money? how to keep track of money and why it is important to know how much is being spent
LC3	How can I pay? about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
LC4	It's my money – should it matter how I spend it? that how people spend money can have positive or negative effects on others e.g. charities, single use plastics to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally

Year 4 – My relationship with myself and others.

NC Links – Safe relationships (RSE) and Growing and changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>Playing or bullying? How should I respond?</p> <ul style="list-style-type: none">• to differentiate between playful teasing, hurtful behaviour and bullying, including online.• how to respond if they witness or experience hurtful behaviour or bullying, including online
LC2	<p>If I don't do this 'dare', am I a coward?</p> <ul style="list-style-type: none">• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable.• how to manage pressures associated with dares
LC3	<p>Friends never tell adults anything... right?</p> <ul style="list-style-type: none">• when it is right to keep or break a confidence or share a secret• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
LC4	<p>What dangers are lurking in the internet?</p> <ul style="list-style-type: none">• how to recognise risks online such as harmful content or contact• how people may behave differently online including pretending to be someone they are not
LC5	<p>How does my body start to change as I get older?</p> <ul style="list-style-type: none">• how to identify external genitalia and reproductive organs• about the physical and emotional changes during puberty• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams• strategies to manage the changes during puberty including menstruation
LC6	<p>Why do we need to shower/bathe?</p> <ul style="list-style-type: none">• the importance of personal hygiene routines during puberty including washing regularly and using deodorant
LC7	<p>Can I talk to anyone about puberty?</p> <ul style="list-style-type: none">• how to discuss the challenges of puberty with a trusted adult• how to get information, help and advice about puberty



Year 5

Year 5 – Friends and fun in the sun.

NC Links – Families and friendships (RSE) and Physical health and Mental Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What counts as a 'good friend'?</p> <ul style="list-style-type: none">• what makes a healthy friendship and how they make people feel included and strategies to help someone feel included• about peer influence and how it can make people feel or behave• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable• when and how to seek support in relation to friendships
LC2	<p>Do I need my friends to approve?</p> <ul style="list-style-type: none">• the impact of the need for peer approval in different situations, including online• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
LC3	<p>Are friends meant to stay forever?</p> <ul style="list-style-type: none">• that it is common for friendships to experience challenges• strategies to positively resolve disputes and reconcile differences in friendships• that friendships can change over time and the benefits of having new and different types of friends
LC4	<p>Why am I so tired after late-night gaming?</p> <ul style="list-style-type: none">• how sleep contributes to a healthy lifestyle• healthy sleep strategies and how to maintain them• How good sleep contributes to positive mental health.
LC5	<p>Is being outside in the sunshine always a good thing?</p> <ul style="list-style-type: none">• about the benefits of being outdoors and in the sun for physical and mental health• how to manage risk in relation to sun exposure, including skin damage and heat stroke
LC6	<p>I don't want to be ill; what can I do?</p> <ul style="list-style-type: none">• how medicines can contribute to health and how allergies can be managed• that some diseases can be prevented by vaccinations and immunisations• that bacteria and viruses can affect health and how they can prevent the spread of these with everyday hygiene routines
LC7	<p>Is it my responsibility to look after the environment?</p> <ul style="list-style-type: none">• to recognise the shared responsibility of keeping a clean environment

Year 5 – What’s happening to my body?

Links to ‘How different will you be when you’re as old as your grandparents’?

NC Links – Science, PSHE

RSE Objectives, PSHE Objectives

LC1 Grouped sessions 30 minute segments Boys, Girls, Whole class.	<p>What is puberty?</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes including: <p><u>Physical Changes:</u></p> <ul style="list-style-type: none">• Growth spurts: Increased height, weight, and muscle mass.• Changes in sexual organs: Development of breasts in girls, changes in genitals in both boys and girls.• Hormonal changes: Increased production of hormones that trigger physical and emotional changes.• Hair growth: Pubic and underarm hair growth in both boys and girls.• Skin changes: Acne and increased sweating. <p><u>Emotional and Psychological Changes:</u></p> <ul style="list-style-type: none">• Mood swings: Increased sensitivity and emotional reactivity.• Changes in self-esteem and body image: Concerns about appearance and self-acceptance.• Social development: Increased interest in social relationships and friendships.
	<p>Why is personal hygiene so important?</p> <ul style="list-style-type: none">• Guidance on personal hygiene during puberty, including washing and using deodorant.
	<p>What do boys experience as they grow?</p> <p>about the changes in body size, shape, and muscle growth that occur during puberty. understand the growth of pubic hair, and also learn about the development of hair on their face, under their arms, and on their legs. Why voice deepening and voice cracking during puberty occurs about increased sweating and the development of oily, spot-prone skin. Information about the growth and changes to the testicles and scrotum, including erections and wet dreams.</p>
	<p>What do girls experience as they grow?</p> <p>Explanation that girls will start to develop breast tissue as they enter puberty. How hair starts to grow under the arms and around the genitals as puberty progresses. Understanding on menstruation, the menstrual cycle and why this occurs.</p>
	<p>Hormonal happenings.</p> <p>Hormonal changes – what this means and what changes this can cause, physically and emotionally.</p>
	<p>Is it embarrassing to talk about it?</p> <p>Creating a safe and respectful environment for discussing puberty-related topics is crucial. Children are encouraged to talk to trusted adults about any concerns or questions they may have</p>

Year 5 – How do our choices shape who we are?

NC Links – Belonging to a community, respecting ourselves and others (RSE) Growing and changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	Are things fairly shared between those who live in a community? about how resources are allocated and the effect this has on individuals, communities and the environment
LC2	Why is it important to protect the environment we live in? the importance of protecting the environment and how everyday actions can either support or damage it to express their own opinions about their responsibility towards the environment
LC3	How do we spend the money and what effect does this have? how to show compassion for the environment, animals and other living thing about the way that money is spent and how it affects the environment
LC4	What is an 'identity' and how do I have one? about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. how to recognise, respect and express their individuality and personal qualities
LC5	How can people's identity be different from how they look? that for some people their gender identity does not correspond with their biological sex
LC6	Equality – How growing/changing can impact us as we grow and change our identity. to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing
LC7	Discrimination – Recognise, Respond, Report. what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact discrimination has on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online

Year 5 – Navigating a digital world.

NC Links – Media literacy and digital resilience (RSE) RSE Objectives,	
LC1	Who cares what I do online? that everything shared online has a digital footprint
LC2	How does the internet know what I want? that organisations can use personal information to encourage people to buy things to recognise what online adverts look like
LC3	I saw it on Tik-Tok, so it's got to be true. Right? to compare content shared for factual purposes and for advertising
LC4	Is buying something online a good thing? why people might choose to buy or not buy something online e.g. from seeing an advert
LC5	How does a search engine, such as Google, show the 'results'? that search results are ordered based on the popularity of the website and that this can affect what information people access
LC7	Discrimination – Recognise, Respond, Report. <ul style="list-style-type: none">• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact discrimination has on individuals, groups and wider society• ways to safely challenge discrimination• how to report discrimination online

Year 5 – Touch, privacy and keeping safe

NC Links – Safe relationships (RSE) and Growing and Changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>Where and when it is acceptable to touch somebody else?</p> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact
LC2	<p>What does it mean to feel ‘uncomfortable’?</p> <ul style="list-style-type: none"> how it feels in a person’s mind and body when they are uncomfortable that it is never someone’s fault if they have experienced unacceptable contact
LC3	<p>What do I do if someone touches me when I didn’t like it?</p> <ul style="list-style-type: none"> how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact
LC4	<p>What do I do if something doesn’t seem right?</p> <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM
	<p>FGM</p> <ul style="list-style-type: none"> Understand the meaning of the Letters F & G & M Start with the fact that it is illegal (emphasise that the victim is not a criminal) FGM is most common in Africa, the Middle East & Asia FGM can be carried out on young girls between infancy & 15yrs (most at risk) Case study of FGM occurrences Guidance for children to get help for themselves or a friend
LC5	<p>Taking risks vs being dangerous</p> <ul style="list-style-type: none"> to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
LC6	<p>First aid and emergencies – what I need to do</p> <ul style="list-style-type: none"> how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services



Year 6

Year 6 – Love and attraction – what’s it all about?

NC Links – Families and friendships (RSE) and Physical Health and Wellbeing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What does it mean to be attracted to someone? Can anyone be ‘loved’?</p> <p>what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone’s right to be loved</p>
LC2	<p>What makes a healthy relationship?</p> <p>about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p>
LC3	<p>Love and marriage – can anyone get married?</p> <p>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried</p>
LC4	<p>What does mental health mean and why should I care about it?</p> <p>that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings</p>
LC5	<p>Is it good to feel emotions?</p> <p>that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.</p>
LC6	<p>Is life straight-forward? Is it OK to ask for help?</p> <p>identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change</p>
LC7	<p>How can I help my own mental health?</p> <p>how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online</p>

Year 6 – Friends, Feels & Filters

NC Links – Safe relationships (RSE) and Keeping safe (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What signs might show a friendship is becoming unhealthy? to compare the features of a healthy and unhealthy friendship</p>
LC2	<p>If someone dares you to do something unsafe, who is responsible if someone gets hurt? about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online</p>
LC3	<p>Why is it okay to trust your gut feeling? how to assess the risk of different online ‘challenges’ and ‘dares’ how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p>
LC4	<p>Why is it risky to share personal information in a game or chat? how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves</p>
LC5	<p>Why is it important to think before sharing a selfie or a picture of someone else? to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p>
LC6	<p>What age ratings have you seen on games or shows? about the different age rating systems for social media, T.V,films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p>
LC7	<p>Why is it important to speak up, even if it feels awkward? how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/images online</p>

Year 6 – Risks, Drugs and Role-Models.

NC Links – Respecting ourselves and others (RSE) and Keeping safe(PSHE)

RSE Objectives, PSHE Objectives

LC1 What do we mean by ‘drugs’ and what are some risks of using them, even legal ones like alcohol?

about the risks and effects of different drugs

about the laws relating to drugs common to everyday life and illegal drugs

LC2 Why might someone feel pressured to try a drug?

to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

about the link between values and behaviour and how to be a positive role model

LC3 Where could someone go if they or someone they know needed help with drug use?

about the organisations where people can get help and support concerning drug use

how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions

how to discuss issues respectfully

LC4 What does it mean to be a role model? Can anyone be one?

about the link between values and behaviour and how to be a positive role model

LC5 What might happen if nobody listened to each other?

how to listen to and respect other points of view

how to constructively challenge points of view they disagree with

LC6 How is talking online different from face-to-face conversations?

ways to participate effectively in discussions online and manage conflict or disagreements

about the benefits of safe internet use e.g. learning, connecting and communicating (RSE – Belonging to a community)

Year 6 – Don't Judge a Brain by Its Cover!

NC Links – Belonging to a community and Media literacy and digital resilience (RSE)

RSE Objectives, PSHE Objectives

LC1	What Is Prejudice, Really? what prejudice means to differentiate between prejudice and discrimination
LC2	Can You Spot Discrimination? to differentiate between prejudice and discrimination how to recognise acts of discrimination
LC3	What Can You Do When It's Not Fair? strategies to safely respond to and challenge discrimination
LC4	What are Stereotypes and why do they keep going? how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this
LC5	How can the Internet be a great place? about the benefits of safe internet use e.g. learning, connecting and communicating ways to participate effectively in discussions online and manage conflict or disagreements why people choose to communicate through social media and some of the risks and challenges of doing so
LC6	Truth or trick? how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered
LC7	Click, Share... Beware? that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online
LC8	Who's Controlling the Story Online? how online content can be designed to manipulate people's emotions and encourage them to read or share things how to report inappropriate online content or contact

Year 6 – What Does Money *Mean* to You?

NC Links – Belonging to a community and Media literacy and digital resilience (RSE)

RSE Objectives, PSHE Objectives

LC1	<p>What does money mean to you? about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</p>
LC2	<p>Is It Really Worth It? about value for money and how to judge if something is value for money</p>
LC3	<p>Are You Buying It... or Being Sold To? how companies encourage customers to buy things and why it is important to be a critical consumer</p>
LC4	<p>Can Money Make You Feel Better... or Worse? how having or not having money can impact on a person’s emotions, health and wellbeing</p>
LC5	<p>How can money cause problems — and how do we avoid them? about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p>
LC6	<p>Who Can You Turn to When Money Goes Wrong? how to get help if they are concerned about gambling or other financial risks</p>

Year 6 – New beginnings, Same Me,

NC Links – Families and friendships (RSE) and Growing and changing (PSHE)

RSE Objectives, PSHE Objectives

LC1	<p>What makes a healthy friendship?</p> <p>to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p>
LC2	<p>Is it easier to do what is right or what my 'friends' want me to do?</p> <p>strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares'</p>
LC3	<p>What should I do if something worries me or doesn't feel right?</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online</p>
LC4	<p>That thing called 'consent' – what's it all about?</p> <p>what consent means and how to seek and give/not give permission in different situations how to get advice and report concerns about personal safety, including online</p>
LC5	<p>Changes through the ages.</p> <p>to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel</p>
LC6	<p>Are you ready for secondary school?</p> <p>about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p>
LC7	<p>Are you still 'you' when you have a family of your own?</p> <p>identify the links between love, committed relationships and starting a family about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>

Year 6 – Sex education (Available for parents to opt out)

NC Links – Belonging to a community and Media literacy and digital resilience (RSE)
RSE Objectives, PSHE Objectives

LC1	<p>What Is Sexual Intercourse?</p> <p>a simple, factual explanation of what sexual intercourse is and how it is one part of an intimate relationship between consenting adults</p> <p>understanding that intercourse is a private, adult behaviour</p> <p>recognising that healthy intimate relationships are based on consent, respect and trust</p>
LC2	<p>LC2 — How Does Pregnancy Happen?</p> <p>about how a sperm meets an egg, what fertilisation means, and how a fertilised egg settles into the lining of the womb</p> <p>revisiting scientific vocabulary (sperm, egg, fertilisation, womb)</p> <p>understanding that pregnancy begins when a fertilised egg grows in the womb</p>
LC3	<p>LC3 — Are There Different Ways for a Baby to Begin?</p> <p>how some adults may need medical help to become pregnant, including IVF (in vitro fertilisation)</p> <p>learning that IVF helps sperm and egg join outside the body before being placed in the womb</p> <p>recognising that families are created in different ways</p>
LC4	<p>LC4 — Can Pregnancy Be Prevented?</p> <p>understanding that contraception is used by adults to help prevent pregnancy</p> <p>learning that contraception has different forms</p> <p>recognising that contraception is an adult responsibility and part of safe, informed decision-making</p>
LC5	<p>LC5 — What Makes a Healthy Intimate Relationship?</p> <p>about respect, consent, communication and choice within adult relationships</p> <p>understanding boundaries</p> <p>recognising unhealthy pressure and knowing that no one should ever be made to do something they do not want to</p> <p>reinforcing that intimacy is never appropriate for children</p>
LC6	<p>LC6 — Who Can We Talk to if We Feel Worried or Confused?</p> <p>how to seek help and who to turn to with questions about growing up, bodies or relationships</p> <p>trusted adults at home and school</p> <p>understanding confidentiality and safeguarding</p> <p>knowing that questions about bodies and relationships are normal and safe to ask</p>

Children in Year 6 will learn:

- how adult relationships can include intimacy and how intercourse is one part of an adult, consenting relationship
- how pregnancy occurs through fertilisation and implantation
- that pregnancy can be prevented using contraception
- that medical methods such as IVF can help some people to conceive
- how to keep themselves safe by understanding boundaries, consent, and where to seek support as they grow