# Holy Trinity C of E School
# Relationships, Sex and Health Education Policy

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## Introduction

This is the policy of Holy Trinity C of E (C) School on the approach taken to Relationships, Sex and Health Education (RSHE), Approved by Holy Trinity School Governing Body on 3rd December 2025 following a consultation with parents and carers on 25th November 2025. This policy has been updated to reflect the statutory RSE changes in September 2026 and has gone out to parent consolation in November 2026

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

The school has reviewed its provision against the Department for Education statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (revised July 2025; in effect from 1 September 2026). The school must have regard to this guidance when planning and teaching RSHE.

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- Keeping Children Safe in Education (current edition, 2026); staff must also follow the school's current safeguarding policy.

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safeguarding
- Managing drug-related incidents

- Spiritual, moral, social and cultural development

## Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

The overarching aim of RSHE at Holy Trinity is to support children to thrive. The programme ensures pupils receive accurate, age-appropriate information and opportunities to explore their feelings, relationships and responsibilities. It encourages them to develop confidence, resilience and empathy while also preparing them for physical and emotional changes, including puberty.

Furthermore, RSHE helps pupils understand personal boundaries, the importance of consent and how to recognise unsafe situations. It enables children to articulate concerns, seek help when needed and develop the skills required for a successful transition to secondary school and adulthood.

## Aims

The overarching aim of RSHE at Holy Trinity is to support children to thrive. The programme ensures pupils receive accurate, age-appropriate information and opportunities to explore their feelings, relationships and responsibilities. It encourages them to develop confidence, resilience and empathy while also preparing them for physical and emotional changes, including puberty.

Furthermore, RSHE helps pupils understand personal boundaries, the importance of consent and how to recognise unsafe situations. It enables children to articulate concerns, seek help when needed and develop the skills required for a successful transition to secondary school and adulthood.

## Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Governors

The Governing Body is responsible for ensuring that RSHE is delivered in line with statutory requirements and reflects the Christian vision of the school. Governors approve this policy, monitor implementation and support leaders in engaging parents. A named governor oversees RSHE as part of the wider safeguarding and wellbeing remit.

### Headteacher

The Headteacher, Jade Wakefield, has overall responsibility for the quality of RSHE. She oversees policy development, ensures teaching is well-planned, reports regularly to governors, supports parental communication and manages all withdrawal requests. The Headteacher also ensures that staff receive appropriate training.

### Subject leader

The RSHE Subject Leader coordinates the development and delivery of the programme. This includes keeping up-to-date with statutory changes, supporting staff, reviewing planning, leading monitoring activities and gathering feedback from pupils, staff and families. The Subject Leader also maintains RSHE information on the school website and ensures visitors and resources meet school standards.

### All staff

Every class teacher is responsible for delivering RSHE sensitively and effectively. Staff work in line with this policy, create a safe learning environment and differentiate teaching to meet the needs of all learners. They are alert to safeguarding concerns and report any issues immediately.

## Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

RSHE at Holy Trinity is taught weekly as part of a structured PSHE curriculum, using the Kapow Primary scheme to ensure progression and coverage. Lessons in Key Stage 1 typically last 40 to 45 minutes, while Key Stage 2 lessons are usually between 50 and 60 minutes. Additional enrichment opportunities, such as Anti-Bullying Week or Online Safety Day, enhance learning but do not replace weekly curriculum teaching.

Most RSHE is delivered by class teachers, who know pupils best and can respond sensitively to classroom dynamics. Cross-curricular links are made where appropriate, for example, with Science, Religious Education, Computing and Physical Education.

## Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

RSHE is taught in a way that fosters confidence, respect and open discussion. Clear ground rules are established at the start of the year so that pupils understand expectations about privacy, confidentiality and respectful listening. Teachers use a range of strategies including discussion, role-play, scenarios and reflection, to help children

develop both knowledge and skills.

Lessons are inclusive and adapted to meet the needs of all children, including those with SEND. Teachers avoid making assumptions about pupils' backgrounds, family structures or experiences and handle unexpected questions kindly and appropriately.

Additional class-specific teaching

Occasionally, the school may provide supplementary RSHE lessons to particular classes in response to incidents, safeguarding needs or emerging patterns of behaviour. This may involve using recognised programmes such as NSPCC PANTS to reinforce key messages around personal safety, privacy and boundaries. Parents will always be informed before these sessions take place. All additional teaching follows safeguarding expectations set out in the current edition of Keeping Children Safe in Education.

## Curriculum content

Long term planning

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the *Kapow Primary RSE curriculum overview*.

This ensure the statutory requirements are met and learning builds year-on-year. Themes are revisited at increasing levels of depth as children grow, enabling secure understanding and readiness for secondary school.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

## Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

Visitors play a valuable role in enriching the RSHE curriculum. When external specialists are invited, for example, the NSPCC or the school nursing team, the school ensures that the content is appropriate, reviewed in advance and delivered in line with this policy. A member of staff is always present, and all safeguarding checks are completed before visitors work with children.

## Equality

*Holy Trinity is committed to ensuring that RSHE is accessible and respectful to all pupils. Teaching promotes equality, challenges stereotypes and fosters good relationships between those with protected characteristics and those without, as required by the Equality Act 2010. Lessons are adapted for pupils with SEND so that every child is able to participate meaningfully.*

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Right to withdraw from sex education

At Holy Trinity C of E C Primary School, we recognise the important role that parents and carers play in their children's education and are committed to working in partnership with families.
In accordance with the Department for Education's statutory Relationships, Sex and Health Education guidance, effective from September 2026, parents and carers do not have the right to withdraw their children from statutory Relationships Education, Health Education or content taught as part of the National Curriculum for science.
Parents and carers have the right to request that their child is withdrawn from some or all additional non-statutory sex education delivered in primary school.
At Holy Trinity, we identify the following Kapow Primary Year 6 lessons as additional non-statutory sex education:

- **Year 6 – Safety and the Changing Body, Lesson 5:** Conception.
- **Year 6 – Safety and the Changing Body, Lesson 6:** Pregnancy and Birth.

These lessons are designed to provide age-appropriate information about human reproduction, conception, pregnancy and birth, supporting pupils' understanding of growing up and preparing them for the transition to secondary school.
Parents and carers will be informed before these lessons are delivered and will have the opportunity to view the teaching materials and discuss any questions or concerns with the school.

Parents or carers wishing to withdraw their child from these lessons should submit their request in writing to the Headteacher, Jade Wakefield.
The Headteacher will offer parents and carers an opportunity to discuss the curriculum content, the educational benefits of the lessons and any concerns they may have. However, the school will respect and grant parental requests for withdrawal from additional non-statutory sex education.
Where a pupil is withdrawn, appropriate alternative supervised learning will be provided.
The school will ensure that all pupils continue to receive their statutory Relationships Education, Health Education and National Curriculum science teaching, regardless of any withdrawal from additional sex education.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Parents and carers will be informed about upcoming sex education content at the start of each academic year through curriculum information shared on the school website and in class newsletters. In addition, a reminder will be sent to Year 6 parents shortly before these lessons take place, clearly outlining the content to be covered and the statutory and non-statutory elements.

If parents or carers wish to withdraw their child from the non-statutory aspects of sex education, they should contact the school in writing. This can be done via email or by letter addressed to the headteacher, Jade Wakefield who is the person responsible for considering withdrawal requests. Parents and carers may also contact the school office if they require clarification before submitting a written request.

Upon receiving a request, the Headteacher will invite the parent or carer to a meeting. The purpose of this meeting is to ensure that parents fully understand the content of the lessons, the educational aims, and the potential impact on their child's personal development and safeguarding awareness if they do not attend. It also provides an opportunity to discuss any concerns and to share the materials that will be used.

After discussing the request, the Headteacher will grant withdrawal from additional non-statutory sex education in primary school, record it in writing and arrange purposeful supervised alternative education.

If the withdrawal is agreed, the school will arrange suitable supervised alternative provision for the child during the specific sex education lessons. This may involve completing independent work in another classroom or participating in an appropriate activity elsewhere in the school. The alternative provision will be designed to ensure the child remains safe, engaged and appropriately supervised throughout.

## Safeguarding

RSHE often covers sensitive topics, and teachers recognise that discussions may prompt children to disclose concerns. All staff follow the guidance set out in Keeping Children Safe in Education (the current edition of Keeping Children Safe in Education) and the school's policies.

**The school's safeguarding leads are:**

- Designated Safeguarding Lead (DSL): Jade Wakefield (Headteacher)
- Deputy DSLs: Jane Wells and Hayley Cartwright

Staff are encouraged to schedule sensitive lessons earlier in the week so that pupils have opportunities to talk to trusted adults. Where particular content may be emotionally challenging for individuals, teachers will seek advice from the DSL in advance.

Targeted teaching, such as the use of NSPCC PANTS, may be used in response to concerns about children's safety. Parents will always be informed beforehand

## Support

Children are regularly reminded that they can speak to trusted adults, their trusted 5 if they feel worried or unsafe. Support is available from the class teacher, the pastoral team, the DSL and Deputy DSLs and the school's wellbeing mentor. There are also external sources of support, including the School Nursing Service, Early Help and Childline.




## Monitoring and evaluating

### Professional development

Staff receive training to ensure they are confident teaching RSHE. This includes updates on statutory guidance, safeguarding expectations under the current edition of Keeping Children Safe in Education, SEND-inclusive teaching and the distinctiveness of RSHE within a Church of England school. Training may be delivered by diocesan advisers, external specialists or Kapow.

### Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies

can be requested free of charge from the school office.
Holy Trinity teaches Kapow Primary RSE/PSHE weekly, alongside relevant science, computing, RE and other curriculum teaching. Rosanna Wain will attach the current Kapow year-group and termly RSHE curriculum overview as Appendix 1, showing when content is taught and marking Year 6 non-statutory sex education clearly.
Before governor approval, the subject leader will check the school's actual lesson sequence against all primary outcomes in the September 2026 statutory guidance, including body-part terminology, respectful relationships and boundaries, online safety, personal safety, mental wellbeing, grief and bereavement, puberty and menstrual wellbeing. Any gaps will be addressed in curriculum planning. This document alone does not certify that every outcome is taught.

## Managing pupil questions and safeguarding

Teachers respond to questions factually, sensitively and in an age-appropriate manner. Questions outside the planned primary curriculum, or about non-statutory sex education from which a pupil has been withdrawn, will not be explored in whole-class teaching. Staff will acknowledge the question, offer an appropriate private follow-up, and where appropriate signpost parents to support the discussion at home. A safeguarding concern is referred promptly to the DSL under school procedures; staff never promise absolute confidentiality.
Pupils with SEND or additional vulnerabilities will receive accessible teaching, including adapted language, visual supports, pre-teaching or individual support as needed, without excluding them from statutory learning.

## Parent consultation and access to teaching materials

The school will proactively consult parents and carers when reviewing its RSHE policy and will explain proposed curriculum changes, invite feedback and consider responses before governors approve the revised policy. The 25 November 2025 consultation relates to the previous approved policy; consultation on this 2026 revision remains to be recorded.
Parents and carers can request to view all RSHE teaching materials, including materials from Kapow and external providers, by contacting the school office at: contact@holytrinity.staffs.sch.uk.The school will offer access in school or another practical format, respecting copyright, safeguarding and data protection requirements. Representative samples will be shared during consultation or information events.

## Review

The policy will be reviewed annually, and earlier where statutory guidance or the school curriculum changes. Proposed next review: November 2027, subject to governing body approval. The revised policy will be consulted on with parents and carers before approval. The consultation dates, feedback and governing body approval date will be recorded here once completed.

## Appendix 1  RSE and PHSE framework 2026-2027

# Holy Trinity Long-term plan: RSE & PSHE 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS | Self-regulation: My feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening and following instructions | Building relationships: My family and friends | Managing self: My wellbeing |
| Year 1 | My healthy self: How can we look after our emotions? | Connecting with others: How can I help myself and others feel happy and safe? | The online world: How do we spend time online? | Citizenship: How can I help others and the environment? | Health protection: How can I protect myself and others in daily life? | Staying safe: How can I stay safe? |
| Year 2 | My healthy self: How can we look after our bodies? | Connecting with others: How can I build safe, kind and caring relationships with others? | The online world: How can we stay safe online? | Citizenship: How do people belong to a community and earn money? | Growing up: How can we look after and respect our bodies as we grow? | Staying safe: How can I make safe choices in different places? |
| Year 3 | My healthy self: How can I take care of my mind and body? | Connecting with others: What helps us feel safe and included? | The online world: How should we communicate online? | Citizenship: What rights and responsibilities do we have? | Health protection: How can we prevent illness and injury and respond if they happen? | Citizenship: What careers do people choose and why? |
| Year 4 | My healthy self: How can I make healthy choices? | Connecting with others: How can we respect each other? | The online world: How can we decide what to trust online? | Citizenship: How can I spend money responsibly? | Growing up: How will my body and emotions change as I grow up? | Staying safe: What signs help me recognise what is safe or unsafe? |
| Year 5 | My healthy self: How can I support my mind and body as I grow? | Connecting with others: Why are healthy relationships important? | The online world: How am I influenced by what I see online? | Citizenship: How can we make a difference in our communities and beyond? | Growing up: How can I manage the changes to my body and emotions as I grow up? | Citizenship: How can we be in control of our money? |
| Year 6 | My healthy self: How do my choices today shape my future health? | Connecting with others: What does it mean to stand up for myself and others? | The online world: How do I feel about the things I see online? | Citizenship: How can we protect everyone's rights? | Staying safe: How can I stay safe as I grow up? | Sex education: How do people become parents and carers? |

# Long-term plan: RSE & PSHE Overview - EYFS

## EYFS

| | | | |
|---|---|---|---|
| Autumn 1 | **Self-regulation: My feelings**<br>7 lessons<br>Recognising and describing different feelings, and learning strategies to regulate and feel calm. | Autumn 2 | **Building relationships: Special relationships**<br>6 lessons<br>Exploring the people who are special to us, developing skills for sharing and taking turns, and celebrating our individual interests and differences. |
| Spring 1 | **Managing self: Taking on challenges**<br>6 lessons<br>Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies. | Spring 2 | **Self-regulation: Listening and following instructions**<br>6 lessons<br>Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread. |
| Summer 1 | **Building relationships: My family and friends**<br>6 lessons<br>Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills. | Summer 2 | **Managing self: My wellbeing**<br>6 lessons<br>Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet. |

# Long-term plan: RSE & PSHE Overview - Key stage 1

## Year 1

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How can we look after our emotions?**<br>6 lessons<br>Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions. | Autumn 2 | **Connecting with others: How can I help myself and others feel happy and safe?**<br>6 lessons<br>Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships. |
| Spring 1 | **The online world: How do we spend time online?**<br>6 lessons<br>Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content. | Spring 2 | **Citizenship: How can I help others and the environment?**<br>6 lessons<br>Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them. |
| Summer 1 | **Health protection: How can I protect myself and others in daily life?**<br>6 lessons<br>Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency. | Summer 2 | **Staying safe: How can I stay safe?**<br>6 lessons<br>Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed. |

# Long-term plan: RSE & PSHE Overview - Key stage 1

## Year 2

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How can we look after our bodies?**<br>6 lessons<br>Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine. | Autumn 2 | **Connecting with others: How can I build safe, kind and caring relationships with others?**<br>6 lessons<br>Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. |
| Spring 1 | **The online world: How can we stay safe online?**<br>6 lessons<br>Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help. | Spring 2 | **Citizenship: How do people belong to a community and earn money?**<br>6 lessons<br>Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from. |
| Summer 1 | **Growing up: How can we look after and respect our bodies as we grow?**<br>6 lessons<br>Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe. | Summer 2 | **Staying safe: How can I make safe choices in different places?**<br>6 lessons<br>Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult. |

# Long-term plan: RSE & PSHE Overview - Lower key stage 2

Year 3

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How can I take care of my mind and body?**<br>6 lessons<br>Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed. | Autumn 2 | **Connecting with others: What helps us feel safe and included?**<br>6 lessons<br>Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them. |
| Spring 1 | **The online world: How should we communicate online?**<br>6 lessons<br>Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online. | Spring 2 | **Citizenship: What rights and responsibilities do we have?**<br>6 lessons<br>Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet their communities' needs. |
| Summer 1 | **Health protection: How can we prevent illness and injury and respond if they happen?**<br>6 lessons<br>Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. | Summer 2 | **Citizenship: What careers do people choose and why?**<br>6 lessons<br>Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities. |

# Long-term plan: RSE & PSHE Overview - Lower key stage 2

Year 4

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How can I make healthy choices?**<br>6 lessons<br>Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others. | Autumn 2 | **Connecting with others: How can we respect each other?**<br>6 lessons<br>Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities. |
| Spring 1 | **The online world: How can we decide what to trust online?**<br>6 lessons<br>Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe. | Spring 2 | **Citizenship: How can I spend money responsibly?**<br>6 lessons<br>Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices. |
| Summer 1 | **Growing up: How will my body and emotions change as I grow up?**<br>6 lessons<br>Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. | Summer 2 | **Staying safe: What signs help me recognise what is safe or unsafe?**<br>6 lessons<br>Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances. |

# Long-term plan: RSE & PSHE Overview - Upper key stage 2

Year 5

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How can I support my mind and body as I grow?**<br>6 lessons<br>Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed. | Autumn 2 | **Connecting with others: Why are healthy relationships important?**<br>6 lessons<br>Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships. |
| Spring 1 | **The online world: How am I influenced by what I see online?**<br>6 lessons<br>Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion. | Spring 2 | **Citizenship: How can we make a difference in our communities and beyond?**<br>6 lessons<br>Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government. |
| Summer 1 | **Growing up: How can I manage the changes to my body and emotions as I grow up?**<br>6 lessons<br>Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. | Summer 2 | **Citizenship: How can we be in control of our money?**<br>6 lessons<br>Building financial awareness by distinguishing between needs and wants, creating budgets and understanding borrowing and lending. Pupils consider the risks of spending money online, learn how to keep money safe and recognise the risks associated with gambling. |

# Long-term plan: RSE & PSHE Overview - Upper key stage 2

## Year 6

| | | | |
|---|---|---|---|
| Autumn 1 | **My healthy self: How do my choices today shape my future health?**<br>6 lessons<br>Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges. | Autumn 2 | **Connecting with others: What does it mean to stand up for myself and others?**<br>6 lessons<br>Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services. |
| Spring 1 | **The online world: How do I feel about the things I see online?**<br>6 lessons<br>Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour. | Spring 2 | **Citizenship: How can we protect everyone's rights?**<br>6 lessons<br>Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion. |
| Summer 1 | **Staying safe: How can I stay safe as I grow up?**<br>6 lessons<br>Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others. | Summer 2 | **Sex education: How do people become parents and carers?**<br>6 lessons<br>Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby. |