

Relationships and Sex Education (RSE) and Health Education Policy

Subject Leader: Harriet Harmer

Aligned Governor: Vikkie Buxton-Cope

Policy Reviewed: July 2026

Next Review: July 2027

1. Definition, Rationale and Ethos

The DfE statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, effective from 1 September 2026 means that schools must teach Relationships Education and Health Education. Relationships Education covers families and people who care for us, caring friendships, respectful relationships, online relationships and being safe. Health Education includes mental and physical wellbeing, healthy lifestyles, health protection, personal safety, first aid, growing and changing, puberty and menstruation.

In addition to the statutory requirements, Pownall Green has chosen to teach age-appropriate Sex Education beyond the statutory Science curriculum, where this is considered appropriate to pupils' age, maturity and needs. This supports pupils to understand growing up, puberty, relationships and preparation for adolescence and later life.

Parents have the right to request that their child is withdrawn from Sex Education taught beyond the statutory Science curriculum. There is no right to withdraw from Relationships Education, Health Education or statutory Science content.

Definitions

At Pownall Green, we define **Relationships Education** as the teaching of knowledge and skills that enable pupils to develop and maintain healthy, respectful and caring relationships with family, friends and others, both online and offline, and to recognise and respond to unsafe situations.

At Pownall Green, we define **Sex Education** as education about sex and sexual relationships that is taught beyond the statutory content of the Science curriculum. At Pownall Green, this is carefully planned to be age-appropriate, developmentally appropriate and factually accurate.

We believe RSE is important for our pupils because our children are growing up in a complex world where their experiences take place both on and offline. We believe pupils need the knowledge, confidence and skills to develop positive relationships, understand boundaries, make safe choices, look after their physical and mental health and know where to seek help.

Vision and ethos

Our vision is for pupils to leave Pownall Green confident, informed, respectful and safe, prepared for secondary school and the opportunities, responsibilities and challenges of later life.

We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by:

- adapting teaching, resources and communication to meet individual needs;
- taking account of pupils' age, maturity, developmental stage and circumstances
- providing appropriate support and repetition where needed
- ensuring all pupils can access and participate in learning

- working with parents, carers and relevant professionals where appropriate.

We ensure RSE fosters equality by:

- promoting respect, kindness, dignity and inclusion
- recognising and respecting different family structures and backgrounds
- challenging stereotypes, prejudice and discriminatory language or behaviour
- ensuring teaching does not stigmatise pupils because of their family circumstances
- meeting our responsibilities under the Equality Act 2010.

The intended outcomes of our programme are that pupils will know and understand:

- what healthy, respectful and caring relationships look like
- different families and the importance of caring relationships
- how to maintain physical and mental wellbeing
- the changes associated with growing up and puberty
- how to stay safe online and offline
- how and where to seek help

Understand they have a right to:

- feel safe, respected and valued
- have their personal boundaries and privacy respected
- say no to unwanted or inappropriate behaviour
- seek help when they feel unsafe or worried

Understand they have a responsibility to:

- treat themselves and others with respect and kindness
- respect other people's boundaries, privacy and differences
- make safe and responsible choices
- seek help when they or someone else may be at risk

Develop the skills of:

- communicating feelings, needs and boundaries
- forming and maintaining positive relationships
- managing conflict and peer pressure
- recognising risk and making safe decisions
- seeking help and support
- thinking critically about information, particularly online

Develop the attributes of:

- confidence
- self-respect and self-esteem
- empathy
- resilience
- responsibility
- honesty
- kindness
- respect for themselves and others.

This policy was produced by the PSHE/RSHE Subject Leader, in consultation with staff, the Governing Board, pupils and parents/carers. It has been reviewed in light of the revised DfE statutory guidance effective from 1 September 2026 and will be reviewed annually, or sooner where there are changes to statutory requirements or school needs.

Roles and responsibilities

The RSE programme is led by the Headteacher and PSHE Subject Leader, who ensure that the curriculum is well planned, progressive, age-appropriate and meets DfE statutory requirements. The Subject Leader monitors and evaluates provision and supports staff with planning and delivery.

RSE is taught primarily by class teachers as part of the PSHE curriculum. Where appropriate, external professionals may support delivery. Any external provision will be checked and approved by the school and must meet our curriculum and safeguarding requirements.

Teaching staff receive appropriate training on statutory requirements, safeguarding, managing sensitive questions, puberty and relationships, online safety, equality and inclusion, and adapting teaching for pupils with SEND. This enables staff to deliver RSE confidently, sensitively and inclusively.

Curriculum design

We have embedded the Department for Education's guiding principles for RSE, by ensuring that our RSE curriculum is age-appropriate, inclusive, evidence-informed, progressive and accessible to all pupils, with teaching that reflects their needs, experiences and circumstances.

Our RSE programme is an integral part of our whole school PSHE education provision and will cover:

- Relationships and families
- Friendships and respectful relationships
- Being safe, including boundaries and privacy
- Online relationships and online safety
- Physical and mental wellbeing
- Healthy lifestyles
- Growing and changing, including puberty and menstruation
- Personal safety and first aid
- Sex Education beyond the Science curriculum, where appropriate

We ensure RSE is matched to the needs of our pupils by considering pupils' age, maturity, developmental stage, individual needs and local context, as well as responding to issues identified through pupil voice, safeguarding and pastoral information.

We ensure an inclusive RSE programme by adapting teaching and resources to ensure that all pupils, including those with SEND and additional needs, can access and participate in lessons. Teaching reflects and respects different families, backgrounds and circumstances.

We ensure an age-appropriate RSE programme by sequencing learning progressively and using language, resources and activities appropriate to pupils' age and stage of development. Sensitive content is introduced when pupils are ready for it and revisited as appropriate.

An overview of learning in each key stage/year group can be found in **Appendix 1 – Pownall Green Curriculum Overview**, which sets out the progression of learning across Years EYFS – 6. This can also be found on our school website.

Learning about RSE in PSHE education lessons will complement learning in Science, Computing, PE, RE and safeguarding education, including statutory Science content relating to human development, puberty and reproduction, and Computing content relating to online safety.

Assessment

RSE will be assessed through teacher assessment, questioning, discussion, quizzes, pupil reflection, pupil voice and other appropriate assessment activities. Assessment will focus on pupils' knowledge, understanding and skills rather than personal experiences or disclosures.

Safe and effective practice

During PSHE lessons at Pownall Green, we ensure a safe learning atmosphere by creating a respectful and supportive environment where pupils feel able to participate, ask questions and share concerns without being required to disclose personal experiences. Staff will establish clear expectations and follow the school's safeguarding procedures at all times.

Pupils' questions are answered by teachers using their professional judgement, considering the age and developmental stage of the pupil and the content being taught. Questions will be answered factually, sensitively and appropriately. Staff may seek advice from the PSHE/RSHE Subject Leader or DSL where necessary.

If a pupil's question goes beyond the sex education covered by the school, or relates to sex education from which they have been withdrawn, the teacher will acknowledge the question and explain that it is outside the content being taught. The teacher may provide an age-appropriate response where appropriate, seek advice from the PSHE/RSHE Subject Leader or DSL, and signpost the pupil to a trusted adult where necessary. Staff may also contact parents or carers so that they can provide support at home. Staff will not provide inappropriate or unnecessarily detailed information.

Teachers and pupils agree ground rules by agreeing expectations at the beginning of lessons, including respecting others, listening without judgement, using appropriate language, maintaining privacy and understanding that pupils do not have to share personal experiences.

Distancing techniques such as stories, scenarios, case studies and fictional characters are used to allow pupils to explore sensitive issues without having to discuss their own experiences. This helps to maintain appropriate boundaries and supports a safe learning environment.

Pupils are able to ask questions anonymously by using the class 'Ask It' basket, where pupils can write questions anonymously and submit them during or after lessons. Teachers will review questions sensitively and respond appropriately, referring any safeguarding concerns to the DSL.

All staff teaching RSE are supported by the PSHE/RSHE Subject Leader, through appropriate planning, resources, guidance and training. Staff have access to The PSHE Association guidance and resources, including the *Safe and Effective Practice* posters, guidance on *Handling Complex Issues* and resources for *Creating a Safe Learning Environment*. Staff can also seek advice from the Subject Leader or DSL when dealing with sensitive questions, complex issues or safeguarding concerns.

Openness and engagement with parents and other stakeholders

Parents are informed about the RSE policy through information provided by the school, including letters, newsletters, meetings and information on the school website.

The policy is available to parents through the school website, with a copy also available from the school office on request.

We are committed to openness with parents through providing clear information about what is taught, when it is taught and how RSE is delivered. Parents are encouraged to contact the school with questions or concerns

We work closely with parents to ensure they are fully aware of what is being taught, and provide additional resources and support through sharing information about the RSE curriculum and signposting parents to appropriate resources and guidance to help them support their children at home. Parents are encouraged to discuss any questions or concerns with the school.

To see materials used to teach RSHE, parents can contact the PSHE Subject Leader or school office to request access to relevant teaching materials.

We notify parents when RSE is taught, by providing information through parent communications and the school website, including details of the curriculum content and, where appropriate, when Sex Education beyond the statutory Science curriculum will be taught.

The Governing Board is responsible for approving the policy and is kept informed through policy review, curriculum monitoring and reports from the Headteacher and PSHE/RSHE Subject Leader.

Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils through pupil discussions, questionnaires, feedback and other age-appropriate activities. Pupil voice helps the school identify areas of interest, concern or misunderstanding and informs future planning and curriculum development.

Right to withdraw from sex education

Parents and carers have the right to request that their child is withdrawn from Sex Education taught beyond the statutory Science curriculum. There is no right to withdraw from Relationships Education, Health Education or statutory Science, including the biological aspects of human growth, puberty and reproduction.

If a parent or carer wishes to withdraw their child from some or all of sex education, they can contact the Headteacher, who will discuss the request with them, provide information about the content being taught and consider the request in accordance with the DfE statutory guidance. The school will respect the parent's/carers request and ensure that the pupil is appropriately supported.

The school will fulfil its responsibility to ensure children withdrawn from sex education receive purposeful education during the withdrawal period by providing appropriate, purposeful learning that supports the pupil's wider personal development, such as work linked to health, wellbeing, relationships or other aspects of the PSHE curriculum. This will be planned and supervised by a member of staff.

Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to other policies and statutory and non-statutory guidance for schools, including:

- Our Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The DfE statutory guidance for Relationships Education, RSE and Health Education
- relevant policies including Behaviour, Anti-Bullying, Online Safety, SEND

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue. Staff understand that pupils may disclose information about abuse, neglect, exploitation or other safeguarding concerns. Staff will listen calmly, avoid leading questions, not promise confidentiality and follow the school's safeguarding procedures.

Where a concern or disclosure arises, staff will report it promptly to the Designated Safeguarding Lead (DSL) and follow the school's safeguarding and child protection procedures.

External visitors or agencies will only be invited where their contribution supports the planned curriculum. The school will check their suitability, agree the content and resources in advance, and ensure appropriate safeguarding arrangements are in place.

Visitors/external agencies supporting the delivery of RSE will be required to follow the school's safeguarding, confidentiality, behaviour and RSHE policies, deliver content that has been agreed with the school, and use age-appropriate and inclusive materials. The school will retain responsibility for the content and delivery of the lesson.

Monitoring, reporting and evaluation

The PSHE Subject Leader monitors and evaluates the quality and consistency of RSE through learning walks, book looks, planning reviews and pupil voice. Findings are reported to the Headteacher and Governing Board as appropriate.

Assessment of RSE contributes to evaluation through teacher assessment, pupil reflection, questioning, discussions and other appropriate assessment activities. This helps identify pupils' understanding, gaps in learning and areas for further development and informs future planning.

The contribution of visitors and external agencies is monitored and evaluated by the PSHE Subject Leader and class teachers, who review the content and impact of sessions and gather feedback from staff and pupils where appropriate. External provision is reviewed to ensure it meets the school's curriculum, safeguarding and inclusion requirements.

Pupil voice is gathered through discussions, questionnaires, feedback and age-appropriate activities. This information is used to identify pupils' needs, interests and concerns and to adapt future RSE teaching and curriculum planning.

Policy review

This policy will be reviewed on 1 July 2027, or sooner if there are changes to statutory guidance, legislation or school requirements.

It will be reviewed by the Headteacher and PSHE Subject Leader, with approval from the Governing Board.

This will ensure the policy remains current, effective and compliant with statutory requirements, reflects the needs of our pupils and takes account of feedback from pupils, parents and carers and staff.

PSHE and RSE at Pownall Green

Long Term Overview

Statutory RSHE

Economic wellbeing
and careers

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Transitions	Healthy, positive relationships	Feelings and emotions	Healthy lifestyles	Looking after our world	Keeping safe Transitions
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside of the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty <i>(and sex education)</i>	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Reception

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<i>Transitions</i> Transition and making friends The Golden Values What are rules? What are consequences?	<i>Healthy, positive relationships</i> Playing cooperatively Making friends Resolving conflict	<i>Feelings and emotions</i> <i>(Foundations for Wellbeing)</i> Finding out about feelings Finding focus Feel good thoughts and feelings From worrysaurus to bettersaurus Feeling tense, feeling calm	Healthy Lifestyles Healthy routines – keeping active Healthy routines – a balanced diet Healthy routines – keeping clean Healthy routines – sleep Healthy routines – screen time	Looking after our World Reduce, reuse, recycle Saving energy and water Nature and habitats Looking after our local area Animals and the world	Keeping safe and transitions How can I play safely? How can I keep safe at school? How can I keep safe at home? NSPCC – Let’s Talk Pants

Year 1

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendship, including falling out and how to recognise bullying.	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families and how family members can show love and care for each other.	Safety at home This unit introduces pupils to hazard and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness.
Lesson 1 Ground rules Lesson 2 Learning and playing together Lesson 3 Let's be friends Lesson 4 Let's make up Lesson 5 Let's be kind Lesson 6 Consent: Asking for permission	Lesson 1 Noticing feelings Lesson 2 Distraction Lesson 3 Paying attention to pleasant feelings Lesson 4 Helpful and unhelpful thoughts Lesson 5 Reacting	Lesson 1 Personal identity: all different, all special Lesson 2 Belonging and community: sameness and difference Lesson 3 What makes a family? Lesson 4 Different families	Lesson 1 Keeping safe at home Lesson 2 Drug education: keeping safe Lesson 3 Drug education: keeping healthy Lesson 4 Drug education: Medicines and household products	Lesson 1 Keeping safe in the sun Lesson 2 Ready for sleep Lesson 3 Keeping healthy with food and drink Lesson 4 Looking after our teeth Lesson 5 The importance of handwashing	Lesson 1 Emotions Lesson 2 Kindness Lesson 3 Self-care

Year 2

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Mental health and wellbeing This unit builds on the learning in Year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement)	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information)	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of the private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money and how to distinguish between needs and wants.	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Looking back and moving on This unit is used to consolidate learning – celebrate achievements and prepare them for the transition to key stage 2.
Lesson 1 Noticing and naming feelings Lesson 2 Different distractions Lesson 3 Changing thoughts and feelings Lesson 4 Managing unhelpful thoughts Lesson 5 Reactions and responses Lesson 6 What happens when things change?	Lesson 1 Watching pictures Lesson 2 Sharing pictures Lesson 3 Playing games Lesson 4 Helping to make good viewing choices Lesson 5 Keeping viewing choices safe	Lesson 1 My special people Lesson 2 Growing up: the human life cycle Lesson 3 Everybody's body Lesson 4 PANTS power Lesson 5 More PANTS power	Lesson 1 Strengths and interests Lesson 2 Different jobs Lesson 3 What is money? Lesson 4 Money choices	Lesson 1 Crossing the road Lesson 2 Staying safe around railways Lesson 3 Emergencies Lesson 4 Caring for the environment	<i>Revisit the extension and embedding activities in Autumn 1 lessons</i> Lesson 6 Moving to a new class

Year 3

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn how to make others feel welcome and included.	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Lesson 1 Personal identity Lesson 2 What makes a good friend Lesson 3 Falling out with friends Lesson 4 Belonging to a community	Lesson 1 Exploring emotions Lesson 2 Understanding distraction Lesson 3 Managing thoughts and emotions Lesson 4 Managing worries Lesson 5 Managing responses	Lesson 1 Healthier eating and drinking habits Lesson 2 Healthier eating – choices and influences Lesson 3 Ready, set, cook! Lesson 4 Exploring dental health Lesson 5 Physical activity	Lesson 1 Creating and managing passwords Lesson 2 Protecting your devices Lesson 3 What can we watch? Lesson 4 Can we choose what to watch? Lesson 5 Paying to play	Lesson 1 Managing risk in the sun Lesson 2 Risks and keeping safe Lesson 3 Canals and rivers Lesson 4 Flood alert	Lesson 1 Allergies Lesson 2 Bites and stings Lesson 3 Calling for help <i>Revisit extension and embedding activities from Autumn 1.</i>

Year 4

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts and the role that peer influence can play in personal safety.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and build pupils' confidence in using the Talk PANTS rule to keep them safe.	Families and growing together This unit supports pupils' understanding of diverse family structures and how families can change.
Lesson 1 Describing emotions Lesson 2 Understanding internal and external distractions Lesson 3 Exploring different thinking habits Lesson 4 Different ways to manage worries Lesson 5 Strategies for calm Lesson 6 How do people manage change and loss?	Lesson 1 Firework safety Lesson 2 Keeping safe at home Lesson 3 Independently crossing the road Lesson 4 Exploring risk (in relation to gambling) Lesson 5 Medicines and household products Lesson 6 Smoking, vaping and alcohol	Lesson 1 Valuing friendships Lesson 2 Friendship challenges Lesson 3 What is bullying Lesson 4 Kindness	Lesson 1 How money is used Lesson 2 Making decisions about money Lesson 3 How news affects feelings Lesson 4 Fake or real news? Lesson 5 Questioning images in the news	Lesson 1 Time to change Lesson 2 Menstruation and wet dreams Lesson 3 Personal hygiene Lesson 4 Emotions and feelings Lesson 5 Building confidence	Lesson 1 Family relationships Lesson 2 Diverse families Lesson 3 Family changes Lesson 4 Marriage and partnership

Year 5

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
Lesson 1 Including others Lesson 2 Positive and respectful friendships Lesson 3 Bullying and its impact Lesson 4 Challenging stereotypes Lesson 5 Addressing extremism	Lesson 1 Noticing and naming emotions Lesson 2 Directing attention and managing distractions Lesson 3 Changing thinking habits Lesson 4 Rumination and worry Lesson 5 Managing reactivity	Lesson 1 Managing feelings about the news Lesson 2 Spotting fake news Lesson 3 Understanding that news is targeted Lesson 4 Connecting with nature Lesson 5 Everyday actions Lesson 6 Doing it together	Lesson 1 Giving and seeking permission Lesson 2 Personal boundaries Lesson 3 Appropriate and inappropriate touch Lesson 4 How can the PANTS rule help us? Lesson 5	Lesson 1 Block him right good, Alfie! Lesson 2 Who's Magnus? Lesson 3 They have fans, we have friends Lesson 4 Respectful relationships Lesson 5 Socialising online Lesson 6 Making safe cyberchoices	Lesson 1 Sunguarding Lesson 2 Confident mover Lesson 3 Team player Lesson 4 Goal setter Lesson 5 First Aid – Asthma Lesson 6 First Aid – Head injuries

Year 6

Statutory RSHE

Economic wellbeing
and careers

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	Managing money and online spending This unit explore economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	Changes in puberty (<i>and sex education*</i>) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.
Lesson 1 Regulating emotions Lesson 2 Managing distraction Lesson 3 Developing positive thinking habits Lesson 4 Managing rumination and worry Lesson 5 Managing stress Lesson 6 How do people manage loss and support each other?	Lesson 1 Money and emotional wellbeing Lesson 2 Being a critical consumer Lesson 3 Chancing it! (risk in relation to gambling) Lesson 4 Spending influences Lesson 5 Wellbeing and support	Lesson 1 Puberty recap Lesson 2 Puberty – change and becoming independent Lesson 3 Positive, healthy relationships Lesson 4 How a baby is made Lesson 5 Getting a good night's sleep	Lesson 1 Medicines Lesson 2 Legal and illegal drugs Lesson 3 Influences and pressure Lesson 4 Tobacco, vaping and alcohol in the media	Lesson 1 What is AI? Lesson 2 How does AI affect our rights? Lesson 3 What is an AI chatbot? Lesson 4 The impact of generative AI Lesson 5 The ethics of AI images Lesson 6 Pick your pics	Lesson 1 Job skills Lesson 2 Choosing a career Lesson 3 Career routes Lesson 4 Moving to secondary school