

Brandwood Community Primary School

PSHE Education Policy

Approved by: The Governing Board Feb 2026
Review Date: Feb 2027

PSHE Education Policy

Rationale

It is our intention that PSHE (Personal, Social, Health and Economic) Education will be set in the context of our whole school approach to support learners to be safe, happy and prepared for life beyond primary school. For example, the PSHE Education curriculum complements and supports the wider policies of behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any disclosures learners may make because of the subject content). The PSHE Education programme of study is reflective of our school ethos and values as they pertain to the learners' social, moral, spiritual and cultural development and our pastoral care system.

PSHE Education is designed to promote the personal, social and emotional wellbeing and development of our learners. It helps to equip them with the knowledge and skills they will need to lead healthy, confident and independent lives. PSHE Education aims to help learners understand how they are developing personally and socially. Alongside other curriculum subjects, it tackles many of the moral, social and cultural issues that are part of growing up. It also gives learners an understanding of fundamental British Values (democracy, rule of law, individual liberty and mutual respect for all) and helps develop their resilience to peer pressure, extremist views and propaganda. Finally, it makes learners aware of the rights and responsibilities inherent in being a good citizen and introduces them to the principles of prudent financial planning.

In reviewing our planning and teaching, we have also considered how the teaching of PSHE can support the development of important personal attributes in learners, such as: honesty, kindness, tolerance, courtesy, resilience, self-efficacy, integrity, courage, humility and a sense of justice as well as how those attributes are also developed by other aspects of school curriculum provision. The Relationships Education statutory curriculum also supports these aspects of personal development.

Introduction

This policy is available on the school website, so that all our stakeholders can access it and raise any queries or concerns directly with the school. The school determines how to deliver the subject, but statutory guidance offered by the Department for Education (DfE) for the Health Education aspect of PSHE is fully considered. The policy is implemented throughout the school.

It should be noted that from September 2020 (extended to April 2021 due to the Covid-19 pandemic), under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 it is compulsory:

- ◇ for all primary schools to provide **Relationships Education**. Primary schools *may* also choose to provide sex education other than that covered by the science curriculum
- ◇ for all schools including academies and free schools, but not independent schools, to provide **Health Education**. However, Personal, Social, Health and Economic education (PSHE) continue to be compulsory in independent schools

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise potential issues in themselves and others and to seek support as early as possible if issues arise.

Relationships Education is not covered within this policy because it is a stand-alone policy and is also published on the school website.

However, to clarify, in response to the 2019 regulations, our school chose not to provide sex education, other than that covered by the statutory science curriculum and this remains this case following the 2025 updated guidance. It should also be noted that parents and carers may not withdraw their children from any part of Relationships or Health Education nor the science curriculum as all are statutory and therefore participation is compulsory.

Aims

Our programme of study in PSHE Education aims to provide learners with:

- ◇ Accurate, balanced and relevant knowledge
- ◇ Opportunities to turn knowledge into personal understanding and application in different situations
- ◇ Opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- ◇ The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- ◇ Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- ◇ The understanding of the need to respect themselves and others

- ◇ The information needed to make effective decisions about their own health and wellbeing
- ◇ Basic knowledge of the world of work and developing aspirations
- ◇ An understanding of some basic principles of finance
- ◇ The tools to help them play an active role as responsible local and global citizens in later life

Inclusion

At our school we are consistently mindful of our duty to make reasonable adjustments to alleviate the potential disadvantage or vulnerability of any of our learners under the SEND code of practice or for those learning English as a new language when planning for PSHE lessons. Also, no learner will be discriminated against because of any 'protected characteristics' under the relevant provisions of the Equality Act 2010 (i.e. age, sex, race, disability, religion or belief, gender reassignment or sexual orientation).

Governor Responsibilities

The governing board has approved this policy and will ensure that:

- ◇ This policy is available on the school website and is reflective of the statutory guidance for the Health Education aspect of PSHE Education
- ◇ Clear information will be provided for parents and carers with regards to the agreed programme of study for PSHE Education
- ◇ Learners are not permitted to be withdrawn from Health Education lessons in line with the statutory regulations
- ◇ Health Education, as taught at our school, fulfils its legal obligations
- ◇ Health Education is adequately resourced, well led and effectively managed, providing high quality, carefully planned lessons from teachers or approved partners who keep abreast of the latest developments in pedagogy and technology to support the subject.
- ◇ Health Education is delivered in a way that is accessible for all learners with SEND or those learning English as a new language or at the early stages of language acquisition so that all learners can make progress in achieving expected educational outcomes
- ◇ Health Education is delivered by teachers or external partners with a sound knowledge and awareness of the relevant provisions of the Equality Act 2010

PSHE Education Subject Leadership

The subject leads for PSHE Education will:

- ◇ In liaison with the Head Teacher and Deputy Head Teachers, agree who will deliver Health Education at the school, and ensure that they are fully aware of the relevant provisions of the Equality Act 2010 and what resources may be used
- ◇ Work closely with colleagues to ensure that the Health Education programme complements, and does not duplicate, content already covered in national curriculum subjects, e.g. science, computing, physical education, design technology, etc.
- ◇ Discuss with any visiting external partners the details of all aspects, including resources, of what will be covered in any session that they are being invited to provide, as well as confidentiality and procedures for reporting any safeguarding issues, before the session takes place
- ◇ Ensure a smooth transition between primary and secondary school by advising appropriate teachers at secondary schools what has been taught in Health Education at this primary school and publishing relevant policies and programmes of study on the school website

External Partners

Our school periodically uses external partners, who can bring specialist knowledge and different ways of engaging with young people, to deliver specific topics within PSHE Education e.g. Health Development Workers, the school nurse, dental hygiene nurse, St John's Ambulance, Mini First Aid, Crucial Crew and the Fire Brigade (Heart Start) etc.

The subject leads for PSHE Education, Head Teacher and Deputy Head Teachers check in advance that the teaching delivered by external partners fits with the planned programme for teaching Health Education at our school and that they are fully aware of the relevant provisions of The Equality Act 2010. Details of what will be covered by the external partner, the materials that will be used in the sessions, a session plan and how the session will be delivered are all discussed in advance to ensure age

appropriateness for our learners and their inclusivity (SEND and EAL). The subject leads, Head Teacher and Deputy Head Teachers will also discuss with the external partner, before the session takes place, how to deal with aspects of confidentiality and procedures for reporting of any safeguarding issues which might arise. A summary of what is taught by external partners and teachers is available on the school website on the PSHE and Relationships Education Overview and additional information with regards to external partner teaching support (**Appendix 1**).

Principles

PSHE Education is guided by the agreed ethos and values of our school:

- ◇ Our sense of belonging
- ◇ Compassion & respect for all
- ◇ Embracing diversity and multiculturalism
- ◇ Enthusiasm for learning
- ◇ Feeling safe and secure
- ◇ High standards and expectations
- ◇ Effective home-school relationships
- ◇ High quality, creative learning opportunities
- ◇ Collaborative learning
- ◇ Professional, collegial support

Parents & Carers

- ◇ We ensure parents and carers are kept informed about PSHE Education because parents and carers are the first educators of their children and have the most important influence as their children grow, mature and form relationships. Parents and carers are made aware of what will be taught and when via the information published on the school website
- ◇ The provision of an opportunity for parents and carers to learn about and ask questions about the Relationships Education programme was planned and delivered at the initial implementation with the intention that there would be increased confidence in our approach
- ◇ As the initial consultation period was in 2020-21, the school now encourages parents and carers with queries or concerns about the Relationships Education programme to approach school on an individual basis to discuss what will be taught and when, if necessary. Parents and carers are informed via letters prior to the teaching of potentially sensitive topics (e.g., healthy relationships in Year 5 and 6, NSPCC 'speak out stay safe') to outline exactly what will be taught and redirect them to appropriate avenues for raising any queries. In line with DfE (Department for Education) guidance the relevant provisions of the Equality Act 2010 will be explained to parents and carers with regards to this aspect of the curriculum, as necessary.

'The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society,' Department for Education

Resources used in the teaching of PSHE Education will be available for parents and carers to view on request

Teaching & Learning

- ◇ We provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge what they are told, draw on their own experience and express their views and opinions
- ◇ Our teaching methods consider prior knowledge - we build on what learners know and have been taught previously, and gradually introduce new and more challenging learning which reflects the personal developmental needs of their age group and context
- ◇ We always take a positive approach that focuses on what learners can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives
- ◇ We use a wide variety of teaching and learning styles with emphasis on learner participation and the teacher as a facilitator. These may include discussions, debates, videos, online programmes, stories and talks by external partners such as health professionals and other relevant external partners
- ◇ PSHE Education values and teaching points are also introduced and explored in Key Stage and class assemblies
- ◇ We encourage our learners to reflect on their learning and the progress they have made and to apply what they have learned to say and to do from one school subject to another and from the classroom to their lives outside school

- ◇ We link the PSHE Education programme of study to other whole school approaches, e.g. behaviour management, pastoral support and to provide a setting where the responsible choice becomes the right choice
- ◇ Links are also made between PSHE Education and citizenship in other curriculum areas for example, English, RE, PE, science, DT, geography and history
- ◇ When age appropriate, we provide opportunities for learners to take part in activities where they can demonstrate their ability to take responsibility for their decisions.
- ◇ Elected representatives of each year group attend school council and ensure the themes from their work are reflective of fundamental British Values, the UNCRC and the SMSC curriculum

PSHE Education Teaching Framework

The strands of the framework for the programme of study for PSHE Education are progressive and are taught during the autumn, spring and summer terms.

Key areas	Autumn	Spring	Summer
My healthy self	Y1, Y2, Y3 & Y6	Y4	Y5
Connecting with others	Y1 - Y6		
The online world		Y1 - Y6	
Citizenship	Y4 & Y5	Y1, Y2, Y3, Y5 & Y6	Y3
Health protection			Y1 & Y3
Staying safe			Y1, Y2, & Y6
Growing up		Y4 & Y5	Y2

Planning

PSHE Education is delivered by the class teacher and sometimes, as detailed in **Appendix 1**, with the support of an approved external partner as part of the PSHE Education programme of study. Planning is completed in year group teaching teams and monitored by the subject leads.

Class teachers acknowledge the importance of personalised learning and the need to plan for a range of abilities within a class. This is achieved by:

- Setting different tasks within sessions
- Using a range of resources appropriate for the individual learners in each class
- Effective deployment of support staff

PSHE Education Curriculum Provision

The full, detailed programme of study for PSHE Education followed by our learners is available on our school website. The Health Education aspect of our revised PSHE Education curriculum is fully compliant with the [July 2025 DfE statutory guidance](#).

Health Education Statutory Guidance 2019 [\(Updated July 2025 to be implemented September 2026\)](#)

Mental Wellbeing

Pupils should know (at an age-appropriate level):

- ◇ That mental wellbeing is a normal part of daily life, in the same way as physical health
- ◇ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ◇ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ◇ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ◇ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ◇ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ◇ How isolation and loneliness can affect children and that it is very important for children to discuss these feelings with an adult and seek support
- ◇ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- ◇ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ◇ That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Wellbeing Online

Curriculum content:

- ✧ That for most people the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet
- ✧ Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in person relationships, looking at the pros and cons of different ways of using online connection.
- ✧ The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- ✧ How to consider the impact of their online behaviour on others and know how to recognise and display respectful behaviour online
- ✧ Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- ✧ The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- ✧ How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- ✧ That abuse, bullying and harassment can take place online, and that this can impact wellbeing. How to seek support from trusted adults.
- ✧ How to understand the information they find online, including from search engines and know how information is, selected and targeted.
- ✧ That they have rights in relation to sharing personal data, privacy and consent.
- ✧ Where and how to report concerns and get support with issues online.

Physical Health & Fitness

Pupils should know (at an age-appropriate level):

- ✧ The characteristics and mental and physical benefits of an active lifestyle
- ✧ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- ✧ The risks associated with an inactive lifestyle (including obesity)
- ✧ How and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

Pupils should know (at an age-appropriate level):

- ✧ What constitutes a healthy diet (including understanding calories and other nutritional content)
- ✧ Understanding the importance of a healthy relationship with food
- ✧ The principles of planning and preparing a range of healthy meals
- ✧ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, Alcohol, Tobacco & Vaping

Pupils should know (at an age-appropriate level):

- ✧ The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

Health Protection & Prevention

Pupils should know (at an age-appropriate level):

- ✧ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- ✧ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ✧ The importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn
- ✧ About dental health and the benefits of good oral hygiene and dental flossing, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular check-ups at the dentist
- ✧ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- ✧ The facts and science relating to allergies, immunisation and vaccination. The introduction of topics relating to vaccination and immunization should be aligned with when vaccinations are offered to pupils.

Personal Safety

Curriculum content:

- ◇ About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risk.
- ◇ How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

Pupils should know (at an age-appropriate level):

- ◇ How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them
- ◇ Concepts of basic first-aid, for example dealing with common injuries and ailments, including head injuries

Developing Bodies

Curriculum content:

- ◇ About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- ◇ The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- ◇ The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

PSHE Curriculum Provision

Belonging to a Community

Pupils should know (at an age-appropriate level):

- ◇ About rights and responsibilities as individuals, within the classroom, families and the community (leading to concepts of citizenship)
- ◇ How different groups and communities contribute to society
- ◇ How to demonstrate care and compassion towards others
- ◇ How to make choices about our own behaviour and understand that the consequences of our actions can impact on other people
- ◇ The needs of the local community and how these can change over time
- ◇ About the UNCRC and how we can help those that do not receive their rights
- ◇ How democracy and learner voice benefits the school community
- ◇ That they must understand and respect the rule of law and how laws are made

Economic Education

Pupils should know (at an age-appropriate level):

- ◇ The importance of financial security and the effective management of money
- ◇ A basic understanding of enterprise and the world of work
- ◇ How to recognise and plan for their future goals and aspirations

Environment

Pupils should know (at an age-appropriate level):

- ◇ How to respect and protect the environment
- ◇ How environmental changes can impact the local and global community
- ◇ About the importance of recycling
- ◇ About what can harm and what can help the environment including organisations that work to protect the world

Growing & Changing

Pupils should know (at an age-appropriate level):

- ◇ What makes us unique and special
- ◇ How facial expressions can show how we and other people feel
- ◇ How to manage our emotions during transitional phases e.g. moving from KS1 to KS2, leaving primary school
- ◇ How to recognise and celebrate personal strengths and achievements
- ◇ How to show and develop resilience by managing setbacks and learning from failure

- ◇ How personal responsibility increases with age and taking responsibility for our actions
- ◇ Rules regarding road safety
- ◇ How to reduce risks

Assessment

We integrate effective assessment for learning by:

- ◇ Planning learning that shows progression across EYFS & each Key Stage
- ◇ Evaluating planning so that lessons consistently meet the needs of all learners
- ◇ Responding to and adapting planning to meet needs identified via class observations, discussions, circumstances, Zumos etc.

National Curriculum Links

We recognise PSHE Education compliments other national curriculum subjects. When teaching the national curriculum, we provide opportunities to draw links between the subjects and integrate teaching where appropriate. It should be noted that there continues to be no right of withdrawal from any part of the national curriculum or the statutory Relationships and Health Education.

Computing

The national curriculum for computing aims to ensure that all learners become proficient and respectful digital citizens. The specific link to PSHE Education is that it covers e-safety (digital citizenship), with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

Science

At Key Stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

PE

The national curriculum for PE aims to ensure that learners develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

DT

The national curriculum for DT includes teaching about basic principles of nutrition and healthy eating, which learners apply when they are cooking.

History

In history, learners are expected to gain and deploy a historically grounded understanding of abstract terms related to democracy and rule of law, such as 'parliament'. In Y6 learners are taught about the history of British law and order.

Managing Difficult Questions

Primary-age pupils might ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Health Education - DfE Statutory guidance: Health Education (July 2019). Given the ease of access to the internet, those whose questions go unanswered may turn to inappropriate and unreliable sources of information, which we would hope to avoid. Consequently, should this issue arise the child in question would be advised that their question has been noted but will be addressed at another time and the parent or carer consulted before any further discussion takes place, if necessary.

Flexibility

As detailed in the DfE guidance, schools retain the freedom to determine an age-appropriate, developmental Health Education curriculum which meets the needs of all learners and is developed in consultation with parents, carers and governors whilst also complying with the relevant provisions of the Equality Act 2010 as noted earlier. Where appropriate, this may also require a differentiated curriculum. We have specific duties to increase the extent to which disabled learners can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of learners. Therefore, this policy will be reviewed on an annual basis to ensure it is consistently fit for purpose and meets the needs of the school community as a whole.

Monitoring & Evaluation

The policy will be evaluated and reviewed annually by the PSHE and Relationships Education subject leads and teaching staff who deliver PSHE Education. The subject leads will monitor planning and use of resources before a lesson is taught and give feedback and advice to class teachers where necessary. Class teachers will evaluate the learning after each lesson and adapt planning if needed.

Reviewing

The governors will review this policy annually and assess its implementation and effectiveness in the light of any changes to the National Curriculum or to legislation.

This policy has been shared with and approved by the teaching staff and school governors. A copy of the policy is on the school website, so that all our stakeholders can access it.

Agreed by: The Teaching & Learning Governor Committee Feb 2026

Review Date: Feb 2027

Appendix 1

Contents

PSHE & Relationships Overview pg. 10-15

British Values & UNCRC Links pg. 16-17

Health Development Worker: Puberty Lessons Pg 18

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Reception - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening & following instructions	Building relationships: My family & friends	Managing-self: My wellbeing
Name some different feelings & emotions. Know that facial expressions can give us clues as to how a person is feeling. Know some strategies to calm down. Identifying how characters within a story may be feeling. Identifying & expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions & identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially & emotionally.	Name & describe the different members of our families. Understand that all families are valuable & special. Know that we share toys so that everyone feels involved & no one feels left out or upset. Understand that different people like different things. Understand that all people are valuable. Know that it is important to help, listen & support others when working as a team. Know that it is important to tell the truth	Know that I am a valuable individual. Know that I can learn from my mistakes. Discussing ways that we can take care of ourselves. Exploring how exercise affects different parts of the body. Coping with challenge when problem solving.	Know that some rules are in place to keep us safe. Know how to behave safely on the pavement & when crossing roads with an adult. Know that we have rules to keep everything fair, safe & enjoyable for everyone. Consider why it is important to follow rules. Explore what it means to be a safe pedestrian. Begin to understand why rules are important in school. PSCO's, firemen, nurse visitors in school.	Name & describe the different members of our families. Understand that all families are valuable & special. Know that we share toys so that everyone feels involved & no one feels left out or upset. Understand that different people like different things. Understand that all people are valuable. Know that it is important to help, listen & support others when working as a team. Know that it is important to tell the truth.	Know that having a naturally colourful diet is one way to try & eat healthily. Know that exercise means moving our body & is important. To know that yoga can help our bodies & minds relax. Explore how exercise affects different parts of the body. Discuss ways that we can take care of ourselves. (Oral health team visit) NSPCC 'Speak Out, Stay Safe' assembly
British Values: Individual liberty Mutual respect	British Values: Individual liberty Mutual respect			British Values: Individual liberty Mutual respect	

UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 13: Every child must be free to say what they think & to seek & receive all kinds of information. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 14: Every child has the right to think & believe what they want & practise their religion. Article 15: Every child has the right to meet with other children & to join groups & organisations. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 29: Education must develop every child's personality, talents & abilities to the full Article 30: Every child has the right to learn & use the language, customs & religion of their family.	UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm.	UNCRC links: Article 14: Every child has the right to think & believe what they want & practise their religion. Article 15: Every child has the right to meet with other children & to join groups & organisations. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 29: Education must develop every child's personality, talents & abilities to the full. Article 30: Every child has the right to learn & use the language, customs & religion of their family.	UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.
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Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - updated July 2025)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 1 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself & others feel happy & safe	The online world: How do we spend time online?	Citizenship: How can help others & the environment?	Health protection: How can I protect myself & other in daily life?	Staying safe: How can I stay safe?
Name the six basic emotions & recognise them using face & body clues. Explain that people can feel different emotions in the same situation & give simple reasons why. Describe emotions as comfortable or uncomfortable. Describe how feelings can change & vary in strength, for example, 'a little bit' or 'a lot.' Identify what makes them feel calm, relaxed or excited. Explain why rest & enjoyable activities are important for wellbeing. Identify what might make themselves & others feel worried, annoyed or upset & suggest ways to feel better. Say how they feel & identify trusted adults who can help when feelings feel difficult.	Describe what makes them special. Notice what makes others special. Identify how families show love & care. Name places & people that help them feel safe. Identify a trusted adult. Name the qualities of a good friend. Choose kind, polite ways to solve disagreements. Explain how speaking kindly & politely can make people feel. Demonstrate kind & respectful behaviour whilst working in a group.	Recognise different ways they go online in everyday life. Understand that many online activities can also be done in person & that being online can sometimes distract us from those activities. Recognise that polite behaviour online is the same as polite behaviour in person. Explain why it is important to balance screen time with in-person activities. Recognise when something online is not meant for children & know to stop & tell a trusted adult. Can explain simple ways to help stay safe online.	<i>Awaiting Kapow unit information</i> How to improve the school & local environment, e.g. Litter picking, classroom monitors. That living things have needs & how to meet these, e.g. caring for a pet or plant. That safe, clean, healthy environments are dependent on human interventions in our local area. That we have a responsibility to ensure the wellbeing of plants & animals in our local area.	Describe germs as tiny living things that can spread between people & surfaces & cause illness. Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. Choose suitable clothing for different weather conditions. Describe how to stay safe in hot weather. Name a range of health workers & explain ways they help prevent illness. Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. Recognise that telling an adult helps keep them safe & healthy, giving key information about their discomfort. Identifying which injuries need to be reported to an adult immediately. Recognise when an injury or illness is an emergency. Knowing that 999 should be called in a medical emergency.	Identify common items in the home that are safe & unsafe for children & explain simply how they could cause harm. Name things that are safe or unsafe to put in or on their body. Describe & use simple safety rules in familiar places such as the home & school. Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. Describe how to stay safe near roads. Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. Name some trusted adults at home & at school & say who they could go to for help in different places. Use simple, clear phrases to ask a trusted adult for help. NSPCC 'Speak Out, Stay Safe' assembly
British Values: Individual liberty Mutual respect	British Values: Individual liberty Mutual respect	British Values: Individual liberty Mutual respect			British Values: Individual liberty Mutual respect

UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 13: Every child must be free to say what they think & to seek & receive all kinds of information . Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 14: Every child has the right to think & believe what they want & practise their religion. Article 15: Every child has the right to meet with other children & to join groups & organisations. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 29: Education must develop every child's personality, talents & abilities to the full. Article 30: Every child has the right to learn & use the language, customs & religion of their family		UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm.
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Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - updated July 2025)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 2 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My healthy-self: How can we look after our bodies?	Connecting with others: How can I build safe, kind & caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community & earn money?	Growing up: How can we look after & respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Name a variety of ways that they can move their bodies & describe how moving their body makes them feel healthy, strong & happy. Identify some things that help them have a good night's sleep. Explain why sleep is important & describe how they feel depending on how well they have slept. Name & describe a range of fruits & vegetables. Sort foods into simple groups & explain that fruits & vegetables are a healthy choice. Identify which foods & drinks should be enjoyed often & which should be enjoyed only sometimes. Explain in simple terms why water & healthy foods help the body. Explain why teeth should be brushed twice a day & demonstrate correct brushing technique. Create a visual timetable that includes a variety of healthy habits from across the unit & explain how these habits help to keep the body & mind healthy.	Identify similarities & differences between themselves & others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Comment or answer questions about families with respect for others. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify & name trusted adults at home & at school. Use clear phrases to ask for help when something feels wrong or not okay. Recognise when they or someone else is being bullied.	Give examples of things people do online. Say what sharing online means. Recognise that many people might see something shared online. Understand that private information should not be shared online. Recognise when someone has shared private information online. Say what to do if private information is shared online. Recognise that not everything seen online is real or shows the whole story. Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online.	<i>Awaiting Kapow unit information</i> The benefits of belonging to a group (community, culture, hobby or club). About being the same & different in the community, e.g. understand the diverse cultural communities our families represent, disabled members of the community & those in need of support, e.g. lonely, elderly etc. About valuing diversity. The difference between needs & wants (The United Nations Convention of the Rights of the Child). How to look after money by understanding the ways we can keep money safe. To learn that money can be used for different purposes. Different ways to earn & save money. How they can use money to help others locally & globally (charities & appeals).	Identify physical changes in people as they grow. Recognise that changes to the body are a normal part of growing up. Give examples of things children can do that they could not do as babies or toddlers. Explain what personal body boundaries are. Use simple language to say if they feel uncomfortable or want to say no. Use the correct names for body parts penis, vagina & nipples. Describe what to do if someone tries to touch a private body part without permission. Recognise situations where privacy should be respected. Explain ways to respect other people's bodies & personal belongings. Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.	<i>Awaiting Kapow unit information</i> Safety in different environments, e.g. near water, crossing the roads How to identify times & places when we feel safe & frightened & the danger of talking to strangers Where & how to report concerns & get support with issues online Safety at home & knowing what to do in case of an emergency at home e.g. fire NSPCC 'Speak Out, Stay Safe' assembly

British values: Individual liberty Mutual respect	British Values: Individual liberty Mutual respect			British Values: Mutual respect	
UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs. Article 31: Every child has the right to relax, play & take part in a wide range of artistic & cultural activities.	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 14: Every child has the right to think & believe what they want & practice their religion. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 29: Education must develop every child's personality, talents & abilities to the full.	UNCRC links: Article 16: Every child has the right to privacy Article 17: Every child has the right to reliable information from the media	UNCRC links: Article 15: Every child has the right to meet with other children & to join groups & organisations. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 26: Governments must provide extra money for the children of families in need.	UNCRC links: Article 5: Governments must respect the rights & responsibilities of parents & carers to direct & guide their child as they grow up. Article 6: Every child has the right to live. Governments must do all they can to make sure children survive & develop to their full potential. Article 16: Every child has the right to privacy.	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm.

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - updated July 2025)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objective

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 3 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My health self: How can I take care of my mind & body?	Connecting with others: What helps us feel safe & included?	The online world: How should we communicate online?	Citizenship 1: What rights & responsibilities do we have?	Health protection: How can we prevent illness & injury & respond if they happen?	Citizenship 2: What careers do people choose & why?
Describe how our minds & bodies are connected. Describe physical factors that can influence how a person feels. Explain why sleep is important to maintain good mental & physical health. Explain that emotions affect actions & decisions. Describe ways to manage difficult emotions. Recognise signs that someone needs help. Identify trusted adults & appropriate actions.	Recognise what self-respect is. Value their own strengths, skills & achievements. Build confidence by trying new things, learning from mistakes & challenging negative self-talk. Identify & communicate personal boundaries clearly. Treat others with kindness, fairness & respect. Recognise the qualities of good friendships & ways to support friends. Learn to manage minor conflicts respectfully through negotiation, compromise, & apology. Understand different ways families spend time together & support each other. Identify different types of bullying & their effects on wellbeing.	Identify what the internet can be used for. Identify the benefits & challenges of online & in-person communication. Communicate respectfully & appropriately in an online environment. Recognise that disrespectful online communication can have a negative impact on others. Identify some types of online bullying behaviour. Choose whether to accept a friend request in an online game. Recognise that some online features are not suitable for all ages. Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	<i>Awaiting Kapow unit information</i> The value of rules & laws that protect us, how they are made & are enforced UNCRC (United Nations Convention of the Rights of the Child). Their own rights, freedoms & responsibilities, e.g. respecting each other. How to recognise that rules are needed in different situations. The role of the school council & how to take an active role in discussions. About the needs of the community & the local environment. Understand how we can take part in making & changing rules. Recognise how the needs of the community & local area change over time (local shops, playing fields, etc.)	<i>Awaiting Kapow unit information</i> The facts & science relating to allergies, immunisation & vaccination Risks & hazards including the risk of household substances if misused, e.g. keeping cleaning products locked in a cupboard Explain the possible consequences of misusing household substances & not storing them safely Safety in the local environment & unfamiliar places, e.g. near water, crossing the road, railway, cycling, etc. Understand how personal responsibility enables us to make sensible choices to keep ourselves safe	<i>Awaiting Kapow unit information</i> About different jobs & skills & how we get money when we are younger (pocket money, gifts, doing little jobs at home) & as adults (wages). How to set personal goals & understand that challenges are important for motivation & enthusiasm to achieve. Identify ways to keep money safe (savings, bank accounts). That individual people & families may need or choose to spend their money in different ways. How to recognise & challenge job stereo types & explore the fact that male & female stereotyping can exert unwanted pressures & unfair limitations, e.g. no male nurses or female builders. NSPCC 'Speak Out, Stay Safe' assembly
	British Values: Individual liberty Mutual respect				

UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs. Article 31: Every child has the right to relax, play & take part in a wide range of artistic & cultural activities.	UNCRC links: Article 14: Every child has the right to think & believe what they want & practice their religion. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 29: Education must develop every child's personality, talents & abilities to the full. Article 31: Every child has the right to relax, play & take part in a wide range of artistic & cultural activities.	UNCRC links: Article 16: Every child has the right to privacy Article 17: Every child has the right to reliable information from the media.	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 26: Governments must provide extra money for the children of families in need.	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm. Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	
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Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - updated July 2025)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 4 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Citizenship: How can I spend my money wisely?	Connecting with others: How can we respect each other?	Wellbeing Online	The online world: How can we decide what to trust online?	My healthy self: How can I make healthy choices?	Staying safe: What signs help me recognise what is safe or not safe?
<i>Awaiting Kapow unit information</i> How to make decisions about money considering saving, spending & budgeting How to keep money safe & know how we can plan for future saving The advantages & disadvantages of different ways of saving (high street bank, building society, post office) To be aware of the risks in relation to money, e.g. borrowing & debt How to identify jobs we would like to do when we are older How it feels to have hopes & dreams & how to make a new plan & set new goals if we have been disappointed (resilience) How they can use money to help others locally & globally (charities & appeals) Understand the implications for being careless with money & finances Explain to others the risks involved in relation to money, e.g. borrowing & debt	Recognise how their words, tone & behaviour show respect in different places & situations. Use positive self-talk to stay calm, build confidence & manage frustration. Explain what trust looks like in friendships & how to strengthen or repair it when problems arise. Set & respect personal boundaries & respond assertively when something feels unfair or unsafe. Practise resolving disagreements fairly, including through compromise. Understand what a bystander is & describe safe, appropriate ways to act if they witness or experience bullying. Learn what stereotypes are & how they can be unfair.	<i>Kapow unit replaced</i> Discuss how online relationships can complement & support meaningful in-person relationships, but also how they might be in tension The reasons why online relationships are unlikely to be a good substitute for high quality in person relationships Pros & cons of using different online connection That abuse, bullying & harassment can take place online & that this can impact wellbeing. How to seek support from trusted adults.	Identify the benefits & challenges of using the internet. Identify age restriction symbols & why they exist. Develop an understanding that some online information may be misleading. Give examples of what can happen if people share misleading information. Investigate features that can help check if online information is reliable. Compare information from different online sources. Use more than one source to decide whether online information is reliable. Explain why checking multiple sources helps us know if something is true.	Describe the role of different food groups in keeping us healthy. Explain why eating a variety of foods matters. Name activities that help them stay active at school & at home. Explain how being active helps their bodies stay strong & healthy. Explain the importance of diet & hydration in maintaining energy levels. Identify behaviours that can positively & negatively affect energy levels. Describe simple signs of emotional or mental health challenges using familiar vocabulary. Explain why asking for help is important. Describe the difference between a fixed & growth mindset. Recognise how helping others can make them feel good.	Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, "deep water" notices, hazard symbols) & signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. Explain how recognising hazards & planning ahead can prevent accidents. Choose safe places to cross roads & explain why (considering traffic, speed & visibility). Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents & cold temperatures). Distinguish between helpful & harmful medicines & explain how to use medicine safely. NSPCC 'Speak Out, Stay Safe' assembly
	British Values: Individual liberty Mutual respect	British Values: Mutual respect			British Values: The rule of law Individual liberty Mutual respect

	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community	UNCRC links: Article 16: Every child has the right to privacy.	UNCRC links: Article 17: Every child has the right to reliable information from the media	UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs. Article 31: Every child has the right to relax, play & take part in a wide range of artistic & cultural activities	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm
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Key:

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Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text- PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 5 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Citizenship: How can we be in control of our money?	Connecting others: Why are healthy relationships important?	Growing up: How will my body & emotions change as I grow up?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities & beyond?	My healthy self: How can I support my mind & body as I grow?
<i>Awaiting Kapow unit information</i> How to identify their career interests & aspirations & explore how much people earn in different jobs How to identify & challenge workplace stereotypes e.g. only boys can be engineers or girls as nurses What influences career choices e.g. money, hours of work & personal interests What is taken away (deducted) from the money that we earn & why (national insurance, tax & pensions)	Identify a range of influences that shape identity, such as family, culture, beliefs & personal interests. Link aspects of identity to their own behaviour or choices. Describe what commitment means & give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. Describe ways their own & others' families support & protect each other & suggest what someone can do if they, or someone they know, feels unsupported & needs help. Describe why healthy friendships matter for wellbeing. Suggest practical ways to start, maintain & repair friendships & recommend positive ways to handle friendship challenges. Select & apply appropriate self-regulation techniques to stay calm & in control during disagreements. Understand what it means to be assertive & the importance of balancing your own needs & wants against being polite & respectful. Healthy Relationships Workshop	Explain what body boundaries are. Use appropriate terminology to talk about puberty changes with confidence & respect. Recognise that everyone goes through puberty & that changes happen at different times & rates. Recognise that emotions & feelings change as people grow up, including during puberty. Demonstrate respectful & kind language when talking about bodies & physical changes. Identify one or more trusted adults at home or at school they could talk to. Health Development Worker Puberty Lesson (pg 25)	Understand that much online content is designed to influence people. Identify how online content can influence people (such as through adverts, videos, trends & opinions (presented as fact)). Explain that influence can affect what people buy, watch or believe & is not always obvious. Recognise the difference between fact & opinion. Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. Evaluate online content & assess whether it is reliable & true. Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	<i>Awaiting Kapow unit information</i> What class promises are & links to the United Nations Conventions of the Rights of the Child, our responsibilities within this community - school ethos & values. About valuing diversity & the different skills needed to resolve conflicts between culture groups. The roles of voluntary groups & charities. The role of the school council & taking an active role in discussions. How national & international charities roles vary & why they are important. How differences between cultures can cause conflicts & how to overcome this conflict. The needs of the global environment & the impact of consumer choices (Fairtrade). The importance of helping others to achieve their goals at home & abroad (global & local fundraising).	Identify nutrients on traffic light food labels. Compare traffic light food labels to make a healthier choice. Describe how active they are now & why adults stay active. Identify light, moderate & vigorous activity. Explain how physical activity supports the body & mind. Name a range of more complex feelings. Describe signs of more complex feelings in the body. Suggest helpful ways to respond to strong & complex feelings. Describe ways to look after mental health. Recognise signs that someone might need support with their mental health. Name trusted adults & professionals who can help with mental health & explain what they do. NSPCC 'Speak Out, Stay Safe' assembly

	British Values: Individual liberty Mutual respect Tolerance of those with different faiths & beliefs	British Values: Mutual respect			British Values: Individual liberty Mutual respect
	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously Article 30: Every child has the right to learn & use the language, customs & religion of their family.	UNCRC links: Article 5: Governments must respect the rights & responsibilities of parents & carers to direct & guide their child as they grow up Article 6: Every child has the right to live. Governments must do all they can to make sure children survive & develop to their full potential Article 16: Every child has the right to privacy.	UNCRC links: Article 17: Every child has the right to reliable information from the media.	UNCRC links: Article 15: Every child has the right to meet with other children & to join groups & organisations. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community. Article 26: Governments must provide extra money for the children of families in need.	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.

Key:

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Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objective

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 6 - The following table details what will be taught each term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself & others?	Growing up: How can I manage the changes to my body as I grow?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	The online world: How do I feel about the things I see online?
Describe how brushing, flossing & limiting sugar over time can protect teeth. Interpret traffic light food labels & select healthier swaps for a balanced diet Explain how past experiences can influence strong & complex feelings. Choose helpful ways to regulate strong feelings. Explain the difference between a growth mindset & a fixed mindset. Suggest positive ways to respond to challenges & setbacks. Explain how unkind behaviour, including bullying, can affect self-esteem & how to support others.	Explain how values guide behaviour choices. Set a personal growth goal & list at least two clear first steps. Identify behaviours that should change in disrespectful situations & name a specific respectful alternative for each. Apply respectful behaviours in school, in public places, & online during activities. Describe what a personal boundary is & how it can change. Explain how crossing someone's boundary, even as a joke, can harm trust. Apply consent language to model an appropriate response when a boundary is crossed. Identify stereotypes or discrimination accurately within the given scenarios. Choose & justify a safe response to bullying in person & online, including what they would say or do. Name trusted adults in & out of school & describe what they would tell them when asking for help. Healthy Relationships Workshop	Explain what puberty is & why it happens. Explain how puberty changes affect hygiene & how good personal care supports health & cleanliness. Describe the range of emotions that may be experienced during puberty & explain why these can change over time. Identify trusted adults & people they can talk to for support or advice. Explain how unkind behaviour or comments about physical & emotional changes can affect others & suggest ways to show kindness & respect. Describe what personal boundaries are, explain why they are important, recognise when they may be crossed & suggest kind & assertive responses. Health Development Worker Puberty Lesson (pg 25).	<i>Awaiting Kapow unit information</i> About the UNCRC, but that many children do not receive these rights & how to help. The role of the school council & taking an active role in school council led discussions. How to understand the aims of pressure groups to impact on citizens choices (organisations, media, retailing). About valuing diversity & the Equality Act 2010. About the rule of law, review how British laws are made in the Houses of Parliament & consequences of breaking the law for individuals. About the rule of law & how British laws are made in the Houses of Parliament & how this process has changed.	<i>Awaiting Kapow unit information</i> The facts about legal & illegal harmful substances & associated risks, including smoking, alcohol use & drug-taking About hazards (including fire risks) that may cause harm, injury or risk & ways to reduce risk How to recognise risk & keep safe around roads, railways, including level crossings, & water, including the water safety code. How to make a clear & efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them Concepts of basic first aid, for example dealing with common injuries & ailments, including head injuries Crucial crew: How to stay safe in different situations eg: road & railway safety, internet safety, bullying & fire safety.	<i>Awaiting Kapow unit information</i> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices & the impact of positive & negative content online on their own & others' mental & physical wellbeing. Why social media, some computer games & online gaming, for example, are age restricted. How links are made between habit & addiction in context eg; gaming, mobile phone use etc. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected & targeted. NSPCC 'Speak Out, Stay Safe' assembly

	British Values: Democracy The rule of law Individual liberty Mutual respect Tolerance of those with different faiths & beliefs			British Values: The rule of law Mutual respect	British Values: Individual liberty Mutual respect
UNCRC links: Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food & a clean environment. Article 27: Every child has the right to a standard of living that meets their physical, social & mental needs.	UNCRC links: Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously.	UNCRC links: Article 17: Every child has the right to reliable information from the media.	UNCRC links Article 12: Every child has the right to have a say in all matters affecting them & to have their views taken seriously. Article 23: A child with a disability has the right to live a full & decent life with dignity & independence & to play an active part in the community.	UNCRC links: Article 19: Governments must do all they can to ensure children are protected from harm. Article 33: Government must protect children from the use of illegal drugs.	UNCRC links: Article 5: Governments must respect the rights & responsibilities of parents & carers to direct & guide their child as they grow up. Article 6: Every child has the right to live. Governments must do all they can to make sure children survive & develop to their full potential. Article 16: Every child has the right to privacy.

* Families can include for example, single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures

** Marriage in England & Wales is available to both opposite sex & same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England & Wales. The ceremony through which a couple get married may be civil or religious

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - updated July 2025)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

Health Development Worker - Puberty Lessons

It is compulsory for all primary schools, to provide **Health Education**. Health Education aims to give your child the information and support they need to make good decisions about their own health and wellbeing, to recognise potential issues in themselves and others and to seek support as early as possible if issues arise. The PSHE (Personal, Social, Health and Economic) Education Policy and corresponding teaching overview is available on the school website.

Statutory Guidance (Primary)

Developing bodies

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Therefore, they should be taught key facts about the menstrual cycle including the implications for emotional and physical health. In addition to curriculum content, we also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

(Department for Education - Statutory Guidance: Physical Health and Mental Wellbeing Primary – updated July 2025)

Session	Session Overview
Y5 & 6 Girls' Session	The Health Development Worker is introduced & the rules for the session are shared: • Listen carefully at all times • Share ideas & ask questions when appropriate • Be mature & respectful The definition of puberty is shared & learners are asked when they think puberty happens. They are told that generally, for girls, puberty happens between the ages of 10 - 14. The group is asked what changes they think will happen to their bodies during puberty. Ideas are recorded & shared & facts clarified about pubertal development. The importance of personal hygiene is explained during puberty & that girls should start to shower everyday as they start to sweat during the day & deodorant should be used every morning. It is explained why it is so important to change underwear every day including socks as conditions such as 'athlete's foot' or other foot infections could develop if this does not happen. The Health Development Worker then explains that, during puberty, most girls will start their periods. The Health Development Worker demonstrates how to use period pads & the importance of changing these regularly for hygiene purposes. The Health Development Worker uses a diagram of the female reproductive system to show the girls why they have periods & what some of the side effects may be, e.g. period pains, headaches etc. The learners share ideas of how they can alleviate the symptoms e.g. using hot water bottles, drinking plenty of water etc. The group are then given their free hygiene packs containing deodorant, shower gel & period pads. They are then asked if they have any questions and told they should write them down on paper & hand them in. The appropriate questions for sharing are answered with the whole group and others followed up individually.
Y5 & 6 Boys' Session	The Health Development Worker is introduced & the rules for the session are shared: • Listen carefully at all times • Share ideas & ask questions when appropriate • Be mature & respectful The definition of puberty is shared & learners are asked when they think puberty happens. They are told that generally, for boys, puberty happens between the ages of 10 - 16. The group is asked what changes they think will happen to their bodies during puberty. Ideas are recorded & shared & facts clarified about pubertal development. The importance of personal hygiene is explained during puberty & that boys should start to shower everyday as they start to sweat during the day & deodorant should be used every morning. It is explained why it is so important to change underwear every day including socks as conditions such as 'athlete's foot' or other foot infections could develop if this does not happen. The Health Development Worker then explains that during puberty boys will experience changes as their bodies develop and outlines what they are. Anatomically correct names for body parts will be used including penis, vulva, vagina, testicles, scrotum and nipples. The group are then given their free hygiene packs containing deodorant & shower gel. The group are then asked if they have any questions and told they should write them down on paper & hand them in. The appropriate questions for sharing are answered with the whole group and others followed up individually.