The Canterbury Academy Trust
Schools for all the Talents

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1. Aims:

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements:

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to the **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (Department for Education, July 2025), which came into force on 1 September 2026**, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Canterbury Primary School, we teach RSE as set out in this policy.

3. Policy development:

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum:

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Parents and carers will be informed of curriculum content taught within each year group and may review teaching materials on request. The school will communicate any significant changes to RSHE provision through established communication channels and consultation opportunities.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationships, Sex and Health Education forms an important aspect of the school's safeguarding curriculum. Teaching supports pupils to recognise healthy and unhealthy behaviours and relationships, understand personal boundaries, identify situations where they may be at risk of harm and know how and when to seek help.

We implement the PSHE Association programme of study and the RSE Statutory guidance (set out by the Department for Education), to develop many key relationships and managing own behaviour concepts with children from the Foundation Stage to Year 6. Each term has a whole-school PSHE theme which is supported through the Kapow Primary scheme of learning.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Online safety is taught as an integral part of Relationships Education, PSHE and Computing. Pupils will learn to:

- identify trusted and untrusted online information;
- recognise misinformation and manipulated content;
- understand how personal data and images may be shared online;
- respond appropriately to harmful online content;
- report concerns and seek support;
- develop an age-appropriate understanding of emerging technologies, including artificial intelligence (AI).

Change, Transition and Bereavement

As part of our Relationships, Sex and Health Education curriculum, pupils will be supported to understand and manage change throughout their lives. This may include changes within themselves, their families, friendships, school life and the wider community.

Teaching will help pupils to:

- recognise that change is a normal part of growing up;
- develop strategies for managing transitions and uncertainty;
- understand that experiences of loss and bereavement are a natural part of life;
- identify trusted adults and sources of support;
- express thoughts and feelings in an age-appropriate way; and
- develop resilience and coping strategies to support positive mental wellbeing.

Teaching will be delivered sensitively and with consideration for pupils' individual experiences and circumstances. Parents and carers will be informed where particular content may be especially relevant following significant events affecting the school community

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity:

Teaching will be factual, age-appropriate and sensitive. Pupils will develop understanding of protected characteristics as defined within the Equality Act 2010 and learn the importance of respect, inclusion and freedom from discrimination.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources:

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials:

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

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy

- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities:

8.1 The governing board:

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher:

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the **non-statutory sex education elements** of RSE.

(see section 9).

8.3 Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw:

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements:

The delivery of RSE is monitored by Mr Ben Hawkins (PSHE/RSE coordinator) through:

- Learning walks
- Staff voice
- Pupil voice
- Book scrutiny
- Lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The PSHE lead and Head of School annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map:

Relationships and sex education curriculum map:

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Term 1 Term 3	To understand that families can include a range of people. To understand who their friends are and what people like to do with friends. To describe what people might look like if they are feeling: angry, scared, upset or worried. To identify ways of responding to this by either offering help or giving them space. To understand the skills needed to work together in a group. To understand that friendships can have problems and learn ways to overcome these problems. To understand how actions of others can affect people. To explain what a stereotype is. Know a number of adults in school. Know that they should speak to an adult if they are ever worried or feel	

		uncomfortable about another adult. Understand ways to keep safe and not get lost and know the steps to take of they do get lost. Know the number for the emergency services and their own address. Understand that some types of physical contact are never acceptable. Know what can go into or onto the body and when they should check with an adult. Understand that there are hazards in houses and know how to avoid then. Understand and name jobs that people do to help keep us safe.	

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness

	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

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

Suggested long-term plan: RSE & PSHE

Overview - EYFS

EYFS

Autumn 1	Self-regulation: My feelings 6 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	**Autumn 2**	Building relationships: Special relationships 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	Managing self: Taking on challenges 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends	**Summer 2**	Managing self: My wellbeing

	6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.		6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 1

Autumn 1	My healthy self: How can we look after our emotions? 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	**Autumn 2**	Connecting with others: How can I help myself and others feel happy and safe? 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online? 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	**Spring 2**	Citizenship: How can I help others and the environment? 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.

Summer 1	<u>Health protection: How can I protect myself and others in daily life?</u> 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	**Summer 2**	<u>Staying safe: How can I stay safe?</u> 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 2

Autumn 1	My healthy self: How can we look after our bodies? 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	**Autumn 2**	Connecting with others: How can I build safe, kind and caring relationships with others? 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online? 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	**Spring 2**	Citizenship: How do people belong to a community and earn money? 6 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.

Summer 1	Growing up: How can we look after and respect our bodies as we grow? 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Summer 2**	Staying safe: How can I make safe choices in different places? 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 3

Autumn 1	My healthy self: How can I take care of my mind and body? 6 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	**Autumn 2**	Connecting with others: What helps us feel safe and included? 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	The online world: How should we communicate online? 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	**Spring 2**	Citizenship: What rights and responsibilities do we have? 6 lessons Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.

Summer 1	Health protection: How can we prevent illness and injury and respond if they happen? 0 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. These lessons will be live from 21st September.	**Summer 2**	Citizenship: What careers do people choose and why? 0 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 4

Autumn 1	My healthy self: How can I make healthy choices? 6 lessons Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	**Autumn 2**	Connecting with others: How can we respect each other? 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: How can we decide what to trust online? 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	**Spring 2**	Citizenship: How can I spend money responsibly? 0 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.

Summer 1	Growing up: How will my body and emotions change as I grow up? 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**Summer 2**	Staying safe: What signs help me recognise what is safe or unsafe? 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 5

Autumn 1	My healthy self: How can I support my mind and body as I grow? 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	**Autumn 2**	Connecting with others: Why are healthy relationships important? 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: How am I influenced by what I see online? 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	**Spring 2**	Citizenship: How can we make a difference in our communities and beyond? 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.

Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up? 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	**Summer 2**	Citizenship: How can we be in control of our money? 0 lessons

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 6

Autumn 1	My healthy self: How do my choices today shape my future health? 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	**Autumn 2**	Connecting with others: What does it mean to stand up for myself and others? 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: How do I feel about the things I see online? 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support	**Spring 2**	Citizenship: How can we protect everyone's rights? 0 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and

	safe decision-making, including learning how to respond to online bullying and other harmful behaviour.		identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	<u>Staying safe: How can I stay safe as I grow up?</u> 5 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	**Summer 2**	<u>Sex education: How do people become parents and carers?</u> 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.