

PSHE, Relationships and Sex Education (RSE) Policy



Bubwith Community Primary School

Date of This Review	
Reviewed By	Rebecca Walker
Date Approved by Governing Body	
Date of Next Review	

Status: Draft for Parent Consultation

1. Introduction

At Bubwith Community Primary School, we believe that Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) are fundamental to supporting children's personal development, wellbeing, safeguarding and preparation for life in modern Britain. Relationships Education and Health Education are statutory elements of the primary curriculum and form part of our broader PSHE provision.

At Bubwith Community Primary School, we are committed to developing confident, resilient, respectful and responsible young people. Our PSHE and RSE curriculum supports pupils' personal development and wellbeing and reflects our commitment to nurturing the whole child academically, socially, emotionally and physically. Through high-quality teaching, we aim to equip pupils with the knowledge, understanding and skills they need to make informed choices, develop positive relationships and stay safe now and in the future.

We recognise that parents and carers are children's first educators and value the important role they play in helping children understand relationships, health and growing up. We therefore seek to work in partnership with families at all times.

2. Policy Development and Consultation

This policy has been developed through review of current statutory guidance and reflects the needs of pupils at Bubwith Community Primary School. It has been prepared by school leaders and governors and is being shared with parents and carers as part of a formal consultation process before final approval.

We welcome feedback from:

- Parents and carers
- Pupils
- Staff
- Governors

Feedback received during consultation will be carefully considered before the policy is adopted by the Governing Body.

The policy will be:

- Published on the school website.
- Available on request from the school office.
- Reviewed annually or sooner if statutory requirements change.

3. Statutory and Legal Framework

This policy has been produced in accordance with:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

As a maintained primary school, Bubwith Community Primary School is required to teach:

- Relationships Education.
- Health Education.
- Relevant National Curriculum Science content.

4. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Health and Safety Policy

PSHE and RSE play a significant role in personal development and safeguarding and contribute to pupils' understanding of healthy, respectful and safe relationships.

5. Definitions

PSHE Education

PSHE education develops the knowledge, skills and attributes pupils need to:

- Stay physically and mentally healthy.
- Build healthy relationships.
- Develop resilience and confidence.

- Manage risk.
- Keep safe.
- Become active and responsible citizens.

Relationships Education

Relationships Education teaches children about:

- Families.
- Caring relationships.
- Friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Sex Education

Sex education is not compulsory within primary schools.

At Bubwith Community Primary School, statutory information about growing up, puberty, body changes and reproduction is taught through Health Education and National Curriculum Science.

Additional teaching about conception and birth are delivered in Year 6. These lessons are classified as non-statutory sex education and are therefore subject to the parental right of withdrawal.

PSHE and RSE are not about promoting sexual activity or any particular sexual orientation. Teaching promotes respect, inclusion, safeguarding and understanding of different families and relationships found within modern Britain.

6. Aims

The aims of PSHE and RSE at Bubwith Community Primary School are to:

- Promote pupils' physical, emotional and mental wellbeing.
- Help pupils build positive, respectful relationships.
- Develop resilience, confidence and self-esteem.
- Prepare pupils for the physical and emotional changes associated with growing up.
- Teach children how to stay safe online and offline.
- Promote inclusion, equality and respect.
- Support pupils in recognising risk and seeking help.
- Prepare children for future responsibilities as citizens.
- Contribute to effective safeguarding.

7. Curriculum Content and Organisation

The PSHE and RSE curriculum is delivered through the **Kapow Primary PSHE and RSE Scheme of Work (attached as an appendix)**, which is fully aligned with statutory Relationships Education and Health Education requirements.

Children receive a dedicated weekly PSHE lesson taught by their class teacher.

The Kapow PSHE Scheme

The curriculum covers five key themes:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Learning builds progressively from Reception to Year 6 so that children revisit and deepen their understanding over time.

The curriculum is further supported through:

- Whole-school assemblies
- Online safety education
- Science lessons
- Educational visits
- Workshops
- Visitors and enrichment opportunities.

A curriculum overview is included as an appendix and available to parents on request.

8. Delivery of PSHE and RSE

PSHE and RSE are delivered primarily through weekly lessons taught by class teachers.

External specialists may occasionally support delivery, including:

- School nurses
- Health professionals
- Other appropriately qualified visitors

Parents will be informed in advance of any workshops or sessions delivered by external providers where subject matter is sensitive.

School staff remain responsible for curriculum content and will be present throughout externally delivered sessions.

Teaching approaches may include:

- Discussion and debate
- Scenarios and case studies
- Video clips and photographs
- Role play
- Reflection activities
- Group work
- Anonymous question opportunities.

Learning environments are structured around agreed ground rules to ensure pupils feel safe and respected.

9. Inclusion and Equality

We are committed to ensuring that PSHE and RSE are accessible and inclusive for all pupils.

Appropriate adaptations are made for pupils with SEND and additional needs to ensure all children can participate meaningfully in learning.

We recognise and respect that pupils come from a wide range of:

- Family backgrounds
- Cultures
- Faiths
- Experiences

Teaching reflects the diversity of modern Britain and promotes understanding, acceptance and respect.

We teach factual information in line with statutory guidance and the Equality Act 2010. Children learn about different families, including families with same-sex parents, as part of learning about relationships and the world around them. We do not promote any particular lifestyle or belief system.

10. Safeguarding and Confidentiality

PSHE and RSE contribute strongly to safeguarding by helping pupils recognise risk, understand healthy relationships and know where to seek support.

Pupils are taught that:

- Trusted adults are available to help.
- They should seek support if worried.
- Not all secrets should be kept.

Staff cannot guarantee confidentiality.

Where safeguarding concerns arise, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead in accordance with the school's Child Protection Policy.

11. Working with Parents

We believe that successful PSHE and RSE education depends on strong partnership between home and school.

To support this partnership we will:

- Publish this policy on our website.
- Share curriculum information with parents.
- Make resources available on request.
- Inform parents of significant RSE-related learning.
- Provide opportunities for discussion where appropriate.

Parents are encouraged to contact school with any questions or concerns.

12. Parents' Right to Withdraw

The majority of our PSHE and RSE curriculum is statutory and all pupils are expected to participate.

Parents do **not** have the right to withdraw their child from:

- Relationships Education.
- Health Education.
- Lessons about friendships and families.
- Online safety.
- Healthy lifestyles.
- Mental wellbeing.
- Puberty and body changes.
- Menstruation.
- National Curriculum Science content.

Parents **may request withdrawal** from specific non-statutory sex education lessons which go beyond statutory requirements.

At Bubwith Community Primary School this currently relates to:

Year 6 Human Reproduction, Conception and Birth

This includes learning about:

- Sexual intercourse leading to conception.
- Conception.
- Pregnancy.
- Birth.

Parents wishing to withdraw their child should contact the Headteacher in writing.

The Headteacher will offer a meeting to:

- Explain lesson content.
- Share resources.
- Discuss any concerns.
- Explain the educational benefits of participation.

Where withdrawal is confirmed, alternative educational provision will be arranged and recorded by the school.

13. Responding to Pupil Questions

Questions are welcomed as part of learning.

Staff will:

- Answer honestly and factually.
- Ensure answers remain age-appropriate.
- Remain within the planned curriculum.
- Signpost pupils to trusted adults where appropriate.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer, teaching staff aim to answer questions honestly and factually, within the scope of the curriculum.

Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults.

If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

In responding, teachers use a neutral script such as: “That’s a thoughtful question. It’s not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson”.

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: “That question is about content your parent has asked us not to cover with you in school. Let’s make sure an adult follows this up with you safely.”

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children’s ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

14. Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve this policy.
- Monitor implementation.
- Ensure statutory compliance.

Headteacher

The Headteacher will:

- Lead implementation.
- Ensure legal compliance.
- Manage withdrawal requests.
- Provide staff training opportunities.
- Monitor provision.

PSHE and RSE Subject Leader

The Subject Leader will:

- Monitor curriculum delivery.

- Support staff.
- Manage resources.
- Evaluate impact.
- Report to leaders and governors.

Staff

Staff will:

- Deliver the curriculum.
- Create safe learning environments.
- Follow safeguarding procedures.
- Attend training as required.

Pupils

Pupils will:

- Participate respectfully.
- Follow class expectations.
- Respect others' views.
- Seek help when required.

15. Staff Training

Staff receive regular training and updates to ensure they can deliver PSHE and RSE effectively and confidently.

Training may include:

- Statutory guidance updates.
- Safeguarding requirements.
- Responding to sensitive questions.
- Inclusion and SEND adaptation.
- Curriculum development.

16. Assessment, Monitoring and Evaluation

Assessment in PSHE and RSE is primarily formative.

Teachers assess understanding through:

- Classroom discussion.
- Reflection activities.
- Questioning.
- Observation of participation.

- Curriculum tasks.

Assessment information is used to identify next steps and address misconceptions.

Progress is reported annually to parents through the school's reporting procedures, building on the school's previous Citizenship, Health and Relationships reporting arrangements.

The PSHE and RSE Subject Leader monitors provision through:

- Planning scrutiny.
- Work scrutiny of Personal Development scrapbooks.
- Pupil voice.
- Learning walks.
- Staff feedback.
- Parent feedback.
- Review of relevant behaviour and safeguarding information.

Findings are used to improve curriculum quality and inform future staff development.



Curriculum overview for parents and carers

RSE & PSHE 2026/27

A summary of key RSE & PSHE learning for Reception to Year 6.

For more information about Kapow Primary's RSE & PSHE scheme, visit [RSE & PSHE: Parent zone.](#)

EYFS (Reception)

Unit 1

Self-regulation: My feelings

Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.

Activity 1: Identifying my feelings

Learning how to identify feelings and associating feelings with different colours.

Activity 2: Feelings jars

Creating feelings jars and using them to help identify and express the children's feelings.

Activity 3: Coping strategies

Exploring coping strategies to help regulate emotions and identifying how characters in a story may be feeling.

Activity 4: Describing feelings

Learning the appropriate vocabulary to describe different emotions.

Activity 5: Facial expressions

Exploring different facial expressions and identifying the different feelings they can represent.

Activity 6: Creating a calm corner

Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.

Unit 2

Building relationships: Special relationships

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.

Activity 1: My family

Discussing different types of families and what makes them special.

Activity 2: Special people

Identifying people who are special and considering what it means to be a valued person.

Activity 3: Sharing

Learning the importance of sharing with others through role-play activities and discussion.

Activity 4: I am unique

Recognising strengths, interests and qualities while developing a positive sense of self.

Activity 5: My interests

Exploring how the children see themselves as individuals through discussion, drawing and sharing interests.

Activity 6: Similarities and differences

Celebrating diversity through activities and discussing similarities and differences.

EYFS (Reception)

Unit 3

Managing self: Taking on challenges

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.

Activity 1: Why do we have rules?

Exploring the purpose and importance of rules through activities and games.

Activity 2: Building towers

Recognising the importance of persistence through teamwork activities, developing confidence in their own ability to solve problems.

Activity 3: Team den building

Learning to work as a team to overcome challenges and communicating effectively with others to build a den.

Activity 4: Grounding

Learning grounding coping strategies and how to use them in different situations.

Activity 5: Team races

Exploring the importance of perseverance in the face of challenge through team races.

Activity 6: Circus skills

Discovering how to face and complete challenges by learning and performing circus skills.

Unit 4

Self-regulation: Listening and following instructions

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.

Activity 1: Simon says

Learning the importance of listening carefully by playing recall games.

Activity 2: Listening to a story

Listening attentively to a story, answering questions about it and retelling parts of it.

Activity 3: Pass the whisper

Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.

Activity 4: Obstacle races

Following instructions and actions and persevering when things get more challenging.

Activity 5: Blindfold walk

Learning to follow and give instructions involving several ideas or actions.

Activity 6: Treasure hunt

Learning to listen and respond to phrases and instructions.

EYFS (Reception)

Unit 5

Building relationships: My family and friends

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.

Activity 1: Festivals

Thinking about the perspectives of others and learning about how different beliefs celebrate special times.

Activity 2: Sharing

Recognising why sharing is important through discussion and games.

Activity 3: What makes a good friend?

Identifying the characteristics that make a good friend.

Activity 4: Being a good friend

Learning the importance of supporting others by being kind.

Activity 5: Teamwork

Understanding the importance of perseverance when faced with a challenge.

Activity 6: Celebrating friendships

Planning a party to celebrate the special friendships within the class.

Unit 6

Managing self: My wellbeing

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.

Activity 1: What is exercise?

Learning about the importance of exercise and exploring how exercise affects different parts of the body.

Activity 2: Yoga and relaxation

Exploring yoga, guided meditation and relaxation.

Activity 3: Looking after ourselves

Understanding why it is important to be able to take care of oneself.

Activity 4: Being a safe pedestrian

Exploring what it means to be a safe pedestrian.

Activity 5: Eating healthily

Recognising what it means to eat healthily.

Activity 6: A rainbow of food

Understanding the importance of healthy food choices and what a balanced diet is.

Year 1			
Autumn 1	My healthy self: How can we look after our emotions?	Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
	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.		Identifying what makes themselves 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?	Spring 2	Citizenship: How can I help others and the environment?
	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.		Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life?	Summer 2	Staying safe: How can I stay safe?
	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.		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.

Year 2			
Autumn 1	My healthy self: How can we look after our bodies?	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
	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.		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?	Spring 2	Citizenship: How do people belong to a community and earn money?
	Understanding how the internet is used to share information and content while recognising that not everything online is suitable or trustworthy. Pupils explore how online content can affect their feelings and learn strategies for responding safely when something they see online makes them uncomfortable or worried.		Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Summer 2	Staying safe: How can I make safe choices in different places?
	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.		Understanding how to make safe choices in different places by recognising potential dangers and knowing how to respond safely. Pupils learn how to keep their bodies safe, identify trusted adults and follow safety rules at home, in public places and around water. They also develop confidence in asking for help when needed.

Year 3			
Autumn 1	My healthy self: How can I take care of my mind and body?	Autumn 2	Connecting with others: What helps us feel safe and included?
	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.		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?	Spring 2	Citizenship 1: What rights and responsibilities do we have?
	Exploring relationships and communication in online spaces and learning how to interact respectfully and safely with others. Pupils consider how online words and actions can affect people, recognise online bullying and develop strategies for responding to upsetting situations and seeking help when needed.		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?	Summer 2	Citizenship 2: What careers do people choose and why?
	Investigating how healthy habits and medicines help prevent illness and protect wellbeing. Pupils explore hygiene, sun safety and vaccines, apply basic first aid for common injuries and learn how to make informed decisions about when and how to seek medical help, including calling 999.		Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

Year 4			
Autumn 1	My healthy self: How can I make healthy choices?	Autumn 2	Connecting with others: How can we respect each other?
	Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.		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?	Spring 2	Citizenship: How can I spend my money wisely?
	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.		Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and 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?	Summer 2	Staying safe: What signs help me recognise what is safe or unsafe?
	Understanding the physical and emotional changes that occur during puberty, including periods, privacy, boundaries and consent. Pupils recognise that puberty happens at different times for everyone, learn strategies for managing changes and identify trusted people they can talk to for support and advice.		Developing personal safety skills through recognising warning signs, responding to uncomfortable situations and seeking help when needed. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5			
Autumn 1	My healthy self: How can I support my mind and body as I grow?	Autumn 2	Connecting with others: Why are healthy relationships important?
	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.		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?	Spring 2	Citizenship 1: How can we make a difference in our communities and beyond?
	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.		Examining how people contribute to their communities through learning about caring roles, community groups and the ways they support local life. Pupils develop an understanding of democracy by investigating how local councillors and Parliament help make decisions that affect communities and wider society.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	Summer 2	Citizenship 2: How can we be in control of our money?
	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.		Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.

Year 6			
Autumn 1	My healthy self: How do my choices today shape my future health?	Autumn 2	Connecting with others: What does it mean to stand up for myself and others?
	Considering how everyday choices affect future wellbeing by learning about emotions, mindset and healthy habits. Pupils develop strategies for managing emotions, consider the long-term impact of lifestyle choices and reflect on how their actions affect themselves and others.		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?	Spring 2	Citizenship: How can we protect everyone's rights?
	Examining how online experiences can affect emotional wellbeing and relationships by reflecting on time spent online. Pupils compare online and face-to-face interactions, recognise unhealthy online habits and develop strategies for maintaining a balanced relationship with technology.		Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: How can I stay safe as I grow up?	Summer 2	Option 1: Further first aid
	Developing independence and personal safety skills by assessing risks and planning how to stay safe in different situations. Pupils identify strategies for safe travel, recognise hazards around roads, railways and water and develop the confidence to resist peer pressure.		Practising first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed.
			Option 2: Sex education: How do people become parents and carers?*
			Developing an understanding of human reproduction by learning the correct terminology for body parts and how babies are conceived, develop during pregnancy and are born. Pupils also examine consent, different family structures and the responsibilities involved in raising a child.
			Note: Parents have the right to withdraw their child from this unit if they wish. For more information, see here .