

Relationships and Sex Education and Personal, Social, Emotional & Economics (RSE and PSHE)

RESPECT TEAM





Our Approach to RSE and PSHE at Higher Failsworth Primary School

Intent

At Higher Failsworth Primary School, our intent is to provide a high-quality RSE and PSHE curriculum that equips every child with the knowledge, skills, and values needed to lead healthy, safe, and fulfilling lives—both now and in the future. Our curriculum supports pupils' physical, emotional, social, and moral development, preparing them to thrive as respectful, confident, and responsible citizens in modern Britain. Through carefully sequenced and age-appropriate learning, pupils will: Develop understanding of families, friendships, respectful relationships (including online), and how to stay safe in all contexts. Learn how to maintain positive mental and physical health, make informed choices, and seek support when needed. Understand and use accurate vocabulary for their bodies, helping them communicate confidently and protect themselves from harm. Explore themes of respect, equality, kindness, and consent, learning to recognise and challenge stereotypes and discrimination. Be equipped to navigate the modern world safely, including understanding digital safety, online behaviour, misinformation, and emerging challenges such as AI-generated or sexualised content. Develop the personal, social, and emotional skills necessary to build resilience, act responsibly, and contribute positively to their community. We are committed to ensuring that all pupils—regardless of background, ability, or additional needs—can access an inclusive and representative RSHE and PSHE curriculum. We work in partnership with parents and carers, ensuring transparency and collaboration in the development and delivery of our curriculum. Through our whole-school approach, the principles of PSHE and RSHE are embedded across the wider curriculum and school ethos, enabling every child to flourish and become the very best version of themselves.

Implementation

At Higher Failsworth Primary School, our RSE and PSHE curriculum is implemented through the Kapow Primary scheme of work, which provides a comprehensive, spiral curriculum fully aligned with the statutory Relationships, Sex and Health Education (RSHE) guidance (DfE, 2019). The Kapow scheme ensures full coverage of all statutory elements of Relationships Education, Health Education, and statutory Sex Education, delivered in an age-appropriate and sensitive way. The curriculum is clearly sequenced to build on prior learning and develop pupils' knowledge, understanding, and skills as they progress. Lessons promote discussion, reflection, and enquiry, enabling pupils to explore topics such as relationships, health and wellbeing, equality, inclusion, online safety, and growing and changing. Staff deliver lessons using high-quality resources, interactive teaching methods, and a range of inclusive strategies to meet the diverse needs of all learners. The scheme incorporates regular opportunities for revisiting and reinforcing key concepts to ensure depth of understanding and retention. We ensure that the content is inclusive, age-appropriate, and sensitive to the backgrounds and beliefs of our pupils and families. Parents and carers are informed about the RSE curriculum and are invited to view materials and contribute to curriculum reviews in line with DfE expectations for transparency. RSE and PSHE are not taught in isolation; they are woven throughout the wider curriculum and supported by assemblies, themed days, and cross-curricular links, helping pupils make real-life connections to their learning. Through this structured, consistent approach using the Kapow scheme, we ensure that all statutory requirements are met and that pupils develop the knowledge, skills, and values they need to lead safe, happy, and healthy lives.

Impact

Our RSE and PSHE curriculum equips pupils with the knowledge, skills, and attitudes they need to lead healthy, happy, and fulfilling lives. By focusing on emotional literacy, resilience, and mental and physical wellbeing, we ensure that children can understand and manage their feelings, build positive relationships, and make informed choices. Pupils develop a strong sense of self-awareness, empathy, and respect for others, enabling them to thrive in a diverse and ever-changing world. They demonstrate tolerance, kindness, and an understanding of equality and difference, preparing them to play an active and positive role within school, the local community, and wider society. We promote pupil voice through opportunities such as the School Council, where children across school are represented and contribute to decision-making. Pupils learn about democracy and the importance of participation by exercising their right to vote and engaging in initiatives that promote collective responsibility. Children are also encouraged to take part in charitable projects and community events—locally, nationally, and globally—helping them understand their power to make a difference. As a result, pupils at Higher Failsworth Primary leave school as confident, compassionate, and responsible young citizens, ready to navigate life's challenges with confidence and integrity.

RSE and PSHE – Key Areas

Family and Relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and Wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the Changing Body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic Wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only: Identity

Consider what makes us who we are whilst learning about body image.



Oracy in RSE & PSHE

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Through our RSE and PSHE curriculum pupils have opportunities to develop their oracy skills through:

- Discussing different scenarios to gain understanding
- Role-playing characters in different scenarios to help develop empathy.
- Contributing to group and class discussions.
- Explaining choices using key vocabulary.
- Responding to and asking appropriate questions.
- Collaborating on activities in groups or pairs.
- Summarising key information they have been given.
- Expressing their opinions in a respectful and thoughtful way.

Learning Through Talk at Higher Failsworth Primary School

At Higher Failsworth Primary School, we recognise that talk is central to learning. We provide pupils with regular opportunities for exploratory talk, where they can think aloud, ask questions, share opinions, and build ideas collaboratively. Through meaningful discussion and active listening, pupils deepen their understanding, develop critical thinking skills, and learn to respect different viewpoints.

Learning to Talk

We also place a strong emphasis on developing pupils' oracy skills, enabling them to express themselves with confidence, clarity, and respect in a range of situations. From classroom discussions to more formal contexts such as presentations, debates, and interviews, pupils learn how to communicate effectively and adapt their language for different audiences and purposes.



PSHE & RSE Curriculum

The Kapow RSE and PSHE curriculum has been designed to as a spiral curriculum that has the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Sex education at Higher Failsworth Primary School

At Higher Failsworth Primary School, we have chosen to teach only the statutory elements of Sex Education that are included within the National Curriculum for Science. This ensures that all pupils receive accurate, age-appropriate knowledge about human development, while more personal aspects of relationships and health are covered through our PSHE and RSE curriculum. The statutory science content taught includes:

- Year 1: Identifying, naming, drawing, and labelling the basic parts of the human body and knowing which part is associated with each sense.
- Year 2: Understanding that animals, including humans, have offspring which grow into adults.
- Year 5: Describing the life process of reproduction in some plants and animals, and explaining the changes that occur as humans develop to old age, including the key physical and emotional changes of puberty.

Beyond these statutory elements, no additional sex education content is taught. The topic of relationships, including respect, kindness, personal boundaries, and staying safe, is delivered through our PSHE and RSE curriculum in an age-appropriate and sensitive manner. Parents and carers are informed of the content taught within Science and RSE, and we work in partnership to ensure pupils are supported in developing a positive understanding of growing and changing.

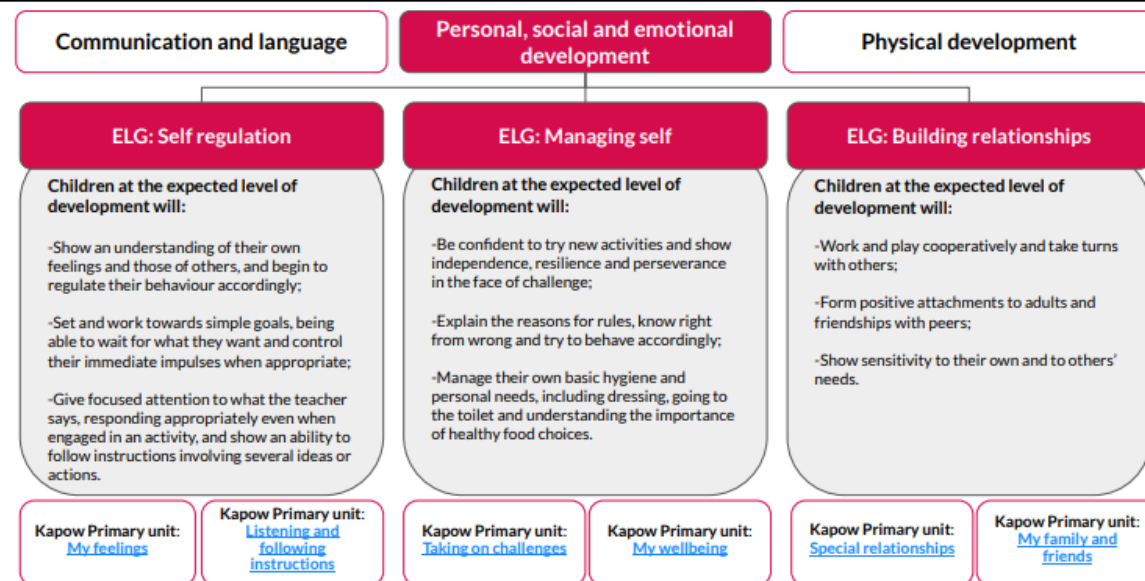
PSHE & RSE in EYFS

At Higher Failsworth Primary School, we recognise that Personal, Social and Emotional Development (PSED) is one of the three Prime Areas in the Statutory Framework for the Early Years Foundation Stage (EYFS). Together with Communication and Language and Physical Development, PSED lays the essential foundations for children to achieve and thrive in all areas of learning and throughout life. Our PSHE and RSE provision in the EYFS supports children in developing positive relationships, self-awareness, independence, and emotional literacy.

We follow the Kapow Primary RSE & PSHE scheme, which references the Early Learning Goals (ELGs) for PSED as well as the non-statutory Development Matters guidance. These frameworks outline the knowledge, skills, and understanding that children should have acquired by the end of the Reception year. Kapow's EYFS content is organised around the most relevant Early Learning Goals, recognising that these areas are closely interconnected. Through carefully planned lessons and continuous provision, children learn to:

- Build positive relationships and show sensitivity to others.
- Develop confidence in themselves and their abilities.
- Understand and manage their feelings appropriately.
- Make independent choices and take responsibility for their actions.

By embedding PSHE and RSE within daily routines, play, and interactions, we ensure that our youngest learners develop the social, emotional, and communication skills that form the building blocks for lifelong wellbeing, learning, and success.



Progression of skills and knowledge: Families and Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills - Children talk about people that hold a special place in their life - Children develop strategies to help when sharing with others. - Children explore what makes a good friend. - Children think about what it means to be a valued person. - Children explore the differences between us that make each person unique. - Children consider the perspectives and feelings of others. - Children learn to work as a member of a team.	Skills - Exploring how families are different to each other. - Exploring how friendship problems can be overcome. - Exploring friendly behaviours.	Skills - Understanding ways to show respect for different families - Understanding difficulties in friendships and discussing action that can be taken. - Exploring the conventions of manners in different situations. - Exploring how loss and change can affect us.	Skills - Learning that problems can occur in families and that there is help available if needed. - Exploring ways to resolve friendship problems. - Developing an understanding of the impact of bullying and what to do if bullying occurs. - Identifying who I can trust. - Exploring the negative impact of stereotyping.	Skills - Exploring physical and emotional boundaries in friendships. - Discussing how to help someone who has experienced a bereavement.	Skills - Identifying ways families might make children feel unhappy or unsafe. - Exploring the impact that bullying might have. - Exploring issues which might be encountered in friendships and how these might impact the friendship. - Exploring and questioning the assumptions we make about people based on how they look.	Skills - Identifying ways to resolve conflict through negotiation and compromise. - Discussing how and why respect is an important part of relationships. - Identifying ways to challenge stereotypes. - Exploring the process of grief and understanding that it is different for different people.
Knowledge - To know that we share toys so that everyone feels involved and no one feels left out or upset. - To understand that different people like different things. - To understand that all people are valuable.	Knowledge - To understand that families look after us. - To know some words to describe how people are related (eg. aunty, cousin). - To know that some information about me and my family is personal - To understand some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Knowledge - To know that families can be made up of different people. - To know that families may be different to my family. - To know some problems which might happen in friendships. - To understand that some problems in friendships might be more serious and need addressing. - To understand what good manners are. - To understand some stereotypes related to jobs. - To know that there are ways we can remember people or events.	Knowledge - To know that I can talk to trusted adults or services such as Childline if I experience family problems. - To know that bullying can be physical or verbal. - To know that bullying is repeated, not a one off event. - To know that violence is never the right way to solve a friendship problem - To know that trust is being able to rely on someone and it is an important part of relationships. - To understand that there are similarities and differences between people.	Knowledge - To understand the different roles related to bullying including victim, bully and bystander. - To understand that everyone has the right to decide what happens to their body. - To understand the courtesy and manners which are expected in different scenarios. - To understand some stereotypes related to disability - To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	Knowledge - To know that marriage is a legal commitment and is a choice people can make. - To know that if I have a problem, I can call ChildLine on 0800 1111. - To understand what might lead to someone bullying others. - To know what action a bystander can take when they see bullying. - To know that stereotypes can be unfair, negative and destructive. - To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Knowledge - To know that a conflict is a disagreement or argument and can occur in friendships. - To understand the concepts of negotiation and compromise. - To understand what respect is. - To understand that everyone deserves respect but respect can be lost. - To understand that stereotypes can lead to bullying and discrimination. - To understand that loss and change can cause a range of emotions. - To know that grief is the process people go through when someone close to them dies

Progression of skills and knowledge: Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills - Discussing ways that we can take care of ourselves - Exploring how exercise affects different parts of the body - Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. - Exploring coping strategies to help regulate emotions. - Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. - Coping with challenge when problem solving.	Skills - Learning how to wash hands properly. - Learning how to deal with an allergic reaction. - Exploring positive sleep habits. - Identifying different ways to manage feelings.	Skills - Exploring the effect that food and drink can have on my teeth. - Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. - Exploring strategies to manage different emotions. - Developing empathy. - Exploring the need for perseverance and developing a growth mindset.	Skills - Understanding why it is important to look after my teeth. - Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. - Being able to breakdown a problem into smaller parts to overcome it.	Skills - Developing independence in looking after my teeth. - Explore ways we can make ourselves feel happy or happier. - Developing the ability to appreciate the emotions of others in different situations. - Learning to take responsibility for my emotions by knowing that I can control some things but not others. - Developing a growth mindset.	Skills - Developing independence for protecting myself in the sun. - Considering calories and food groups to plan healthy meals. - Developing greater responsibility for ensuring good quality sleep. - Taking responsibility for my own feelings.	Skills - Discussing ways to prevent illness. - Identifying some actions to take if I am worried about my health or my friends' health. - Setting achievable goals for a healthy lifestyle. - Developing strategies for being resilient in challenging situations.
Knowledge - To know that having a naturally colourful diet is one way to try and eat healthily, - To know that exercise means moving our body and is important. - To name some different feelings and emotions. - To know that I am a valuable individual. - To know that facial expressions can give us clues as to how a person is feeling. - To know that I can learn from my mistakes. - To know some strategies to calm down.	Knowledge - To understand we can limit the spread of germs by having good hand hygiene. - To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. - To know that certain foods and other things can cause allergic reactions in some people - To know that sleep helps my body to repair itself, to grow and restores my energy. - To know that strengths are things we are good at. - To know that qualities describe what we are like. - To know the words to describe some positive and negative emotions.	Knowledge - To know that food and drinks with lots of sugar are bad for my teeth. - To understand the balance of foods we need to keep healthy. - To know that we can feel more than one emotion at a time. - To know that a growth mindset means being positive about challenges and finding ways to overcome them.	Knowledge - To understand ways to prevent tooth decay. - To know the different food groups and how much of each of them we should have to have a balanced diet. - To understand the importance of belonging. - To understand what a problem or barrier is and that these can be overcome.	Knowledge - To know key facts about dental health. - To know that it is normal to experience a range of emotions. - To know that mental health refers to our emotional wellbeing, rather than physical. - To understand that mistakes can help us to learn. - To know who can help if we are worried about our own or other people's mental health.	Knowledge - To understand the risks of sun exposure. - To know that calories are the unit that we use to measure the amount of energy certain foods give us. - To know that what we do before bed can affect our sleep quality.	Knowledge - To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. - To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). - To know the effects technology can have on mental health.

Progression of skills and knowledge: Safety and the Changing Body

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills - Considering why it is important to follow rules. - Exploring what it means to be a safe pedestrian.	Skills - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call.	Skills - Discussing the concept of privacy. - Exploring ways to stay safe online. - Exploring what people can do to feel better when they are ill. - Learning how to be safe around medicines.	Skills - Exploring ways to respond to cyberbullying or unkind behaviour online. - Developing skills as a responsible digital citizen. - Identifying things people might do near roads which are unsafe. - Exploring that people and things can influence me and that I need to make the right decision for me. - Exploring choices and decisions that I can make - Learning what to do in a medical emergency, including calling the emergency services.	Skills - Discussing how to seek help if I need to. - Exploring what to do if an adult makes me feel uncomfortable. - Learning about the benefits and risks of sharing information online. - Discussing the benefits of being a non-smoker. - Discussing some physical and emotional changes during puberty.	Skills - Developing an understanding of how to ensure relationships online are safe. - Learning to make 'for' and 'against' arguments to help with decision making. - Identifying reliable sources of help with puberty. - Learning about how to help someone who is bleeding.	Skills - Exploring online relationships including dealing with problems. - Discussing the reasons why adults may or may not drink alcohol. - Discussing problems which might be encountered during puberty and using knowledge to help - Placing an unresponsive patient into the recovery position.
Knowledge - To know that some rules are in place to keep us safe. - To know how to behave safely on the pavement and when crossing roads with an adult.	Knowledge - To know that some types of physical contact are never appropriate. - To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. - To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. - To know that the emergency services are the police, fire service and the ambulance service.	Knowledge - To know the PANTS rule. - To know that I should tell an adult if I see something which makes me uncomfortable online. - To understand the difference between secrets and surprises. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can. - To know the names of parts of my body including private parts.	Knowledge - To understand that cyberbullying is bullying which takes place online. - To know the rules for being safe near roads. - To understand that other people can influence our choices. - To know that it is important to maintain the safety of myself and others, before giving first aid.	Knowledge - To understand that there are risks to sharing things online. - To know the difference between private and public. - To understand the risks associated with smoking tobacco. - To understand the physical changes to both male and female bodies as people grow from children to adults.	Knowledge - To know the steps to take before sending a message online (using the THINK mnemonic). - To know some of the possible risks online. - To know some strategies I can use to overcome pressure from others and make my own decisions. - To understand the process of the menstrual cycle. - To know the names of the external sexual parts of the body and the internal reproductive organs. - To know that puberty happens at different ages for different people. - To know how to assess a casualty's condition.	Knowledge - To understand that online relationships should be treated in the same way as face to face relationships. - To know where to get help with online problems. - To understand the risks associated with drinking alcohol. - To understand how a baby is conceived and develops. - To know how to conduct a primary survey (using DRSABC)

Progression of skills and knowledge: Citizenship

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skills Beginning to understand why rules are important in school.	Skills - Recognising why rules are necessary. - Exploring the differences between people.	Skills - Explaining why rules are in place. - Learning how to discuss issues of concern to me	Skills - Exploring how children's rights help them and other children. - Considering the responsibilities that adults and children have to maintain children's rights.	Skills - Discussing how we can help to protect human rights. - Identifying the benefits different groups bring to the local community. - Discussing the positives diversity brings to a community.	Skills Developing an understanding of how parliament and Government work.	Skills - Discussing how education and other human rights protect us. - Discussing how people can influence what happens in parliament. - Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.
Knowledge - To know that we have rules to keep everything fair, safe and enjoyable for everyone. - To understand that we all have similarities and differences and that make us special. - To know that we all have different beliefs and celebrate special times in different ways.	Knowledge - To know the rules in school. - To understand that people are all different.	Knowledge - To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To understand that everyone has similarities and differences.	Knowledge - To understand the UN Convention on the Rights of the Child. - To know that the local council is responsible for looking after the local area. - To know that elections are held where adults can vote for local councillors. - To understand the role of charities in the community.	Knowledge - To know that human rights are specific rights that apply to all people. - To know some of the people who protect our human rights such as police, judges and politicians. - To know that there are a number of groups which make up the local community.	Knowledge - To know what happens when someone breaks the law. - To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. - To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Knowledge - To know that education is an important human right. - To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - To know that prejudice is making assumptions about someone based on certain information. - To know that discrimination is treating someone differently because of certain factors.

Progression of skills and knowledge: Economic Wellbeing

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skills	Skills - Exploring how money is used by people. - Exploring choices people make about money.	Skills - Identifying whether something is a want or need. - Comparing and contrasting 'wants' and 'needs'.	Skills - Contemplating budgeting benefits. - Planning and calculating within a budget. - Reflecting on future job based on goals.	Skills - Recognising value for money. - Understanding differing opinions on spending. - Exploring how to safeguard money effectively.	Skills Discussing money risks and management. Implementing money safeguarding strategies.	Skills - Evaluating the suitability of different career paths. - Aligning career options with personal interests and strengths.
Knowledge	Knowledge - To know that people use money to buy things, including things they need and things they want. - To know that coins and notes are types of money and have different values. - To know that notes are higher in value than coins.	Knowledge - To know some basic needs for survival, such as food, water and shelter. - To know that saving money is when we keep some money and don't spend it straight away.	Knowledge - To know that spending should be based on necessity, importance, and available budget. - To know that budgeting is planning how to spend and save the money that you have available. - To know that different jobs contribute to our society in different ways.	Knowledge - To know that getting value for money involves considering the cost, usefulness and quality of items. - To know that purchases can be influenced by needs, wants, peer pressure, and advertising	Knowledge To know that they should be cautious about sharing financial information.	Knowledge To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way

Progression of skills and knowledge: Identity (Year 6 only)

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skills	Skills	Skills	Skills	Skills	Skills	Skills Exploring how media might influence our identify.
Knowledge	Knowledge	Knowledge	Knowledge .	Knowledge	Knowledge	Knowledge To know that identity is the way we see ourselves and also how other people see us.



RSE and PSHE - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	In the autumn term children will spend time settling into routines and build relationships with adults and peers. Self regulation: My feelings: L1- Identifying my feelings L3- Coping strategies L4- Emotional adjectives L5- Facial expressions.		My family and friends: L1- Festivals L2- Sharing L3- What makes a good friend L4- Being a good friend	My wellbeing: L3- What is exercise L4- Being a safe pedestrian L5- Eating healthy	Taking on challenges: L1- Why do we have rules L2- Building Towers L5- Team races	Special Relationships: L2- Special people L3- Sharing L4- I am unique L6- Similarities and differences.

RSE and PSHE - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Citizenship L1- Rules L2- Caring for others: animals L3 The needs of others L4 Similar yet different L5 Belonging L6 Democratic decisions	Family and relationships L1 What is a family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	Health and wellbeing L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies		Safety and the changing body L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	Economic wellbeing L1 What is money? L4 Saving and spending Transition lesson
Year 2	Economic Wellbeing L1 Where does money come from? L2 Exploring needs L3 Exploring wants L4 Bank cards and accounts L5 My skills and talents L6 Everyone is welcome	Family and relationships L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	Health and wellbeing L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	Citizenship L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	Safety and the changing body L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	Transition lesson

RSE and PSHE - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Economic Wellbeing L1 How do people pay for things? L2- What does budgeting mean? L3 How do people feel about money? L4 What happens when people spend money? L5 What careers do people have? L6 Can anyone be anything?	Family and relationships L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	Health and wellbeing L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	Citizenship L1 Rights of the child L5 Charity L6 Local democracy	Safety and the changing body L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	Transition lesson
Year 4	Economic Wellbeing L1 What is value for money? L2 Why keep track of money? L3 What ways are there to look after money? L4 What influences career choices? L5 Why make a career change? L6 How can a workplace stereotypes be challenged	Family and relationships L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	Health and wellbeing L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	Citizenship L1 What are human rights? L5 Diverse communities	Safety and the changing body L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	Transition lesson

RSE and PSHE - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Economic Wellbeing L1 Why prioritise needs over wants? L2 What is a weekly budget? L3 What is borrowing and loaning? L4 What are the risks of handling money online? L5 Why challenge workplace stereotypes? L6 What makes a suitable career?	Family and relationships L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	Health and wellbeing L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	Citizenship L1: Breaking the law L6 Parliament	Safety and the changing body L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	Transition lesson
Year 6	Economic Wellbeing L1- How do people navigate their feelings about money? L2 How do people keep money safe? L3 What money responsibilities are there in secondary school? L4 What are the risks of gambling? L5 What is a workplace? L6 What career routes are there?	Family and relationships L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	Health and wellbeing L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6: Immunisation L8 Physical Health concerns	Citizenship L1 Human rights L4 Prejudice and discrimination L6 National democracy	Safety and the changing body L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	Identity L2 Identity and body image Transition lesson