

PSHE & RSE Programme of Study

	Who is behind the mask?		Why are jungles so wet and deserts so dry?	What is the secret of the standing stones?	How can we live more sustainably?	Beyond the Magic Kingdom: what is the Sunshine State really like?
Year 3	Me, my friends and belonging	Building healthy habits	Mental health and wellbeing	Making choices online	Looking out for each other	Keeping safe out and about
	On our doorstep: how has Southbourne changed?	Why do some earthquakes cause more damage than others?	How did the arrival of the Romans change Britain?		Why do so many people live in megacities?	Who were the Anglo-Saxons and how do we know what was important to them?
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Families and growing together	Respecting boundaries
	What did the Vikings want and how did Alfred help to stop them getting it?	What is a river?	The story of the Trojan Horse: historical fact, legend or classical myth?		How is climate change affecting the world?	How do volcanoes affect the lives of people on Hiemaey?
Year 5	Mental health and wellbeing	Friendships, stereotypes and bullying	Me, my body and growing up	Embedding healthy habits and learning first aid	Positively engaging with our world	Safe connections online
	Who are Britain's national parks for?	Why was winning the Battle of Britain in 1940 so important?	Why are mountains so important?	Why did the Ancient Maya change the way they lived?	Why is fair trade fair?	
Year 6	Mental health and wellbeing	Developing our understanding of AI	Managing money and online spending	Drug education: assessing risk and managing influences	Looking to the future	Changes in puberty (and sex education)

Statutory RSHE

Non statutory: Economic Wellbeing & Careers

Year 3		
	Unit overview	Programme of study references
Autumn 1 Me, my friends and belonging	The unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.	- About the importance of friendships; that positive friendships support wellbeing - What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) - That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences - That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - Strategies for recognising and managing peer influence and the desire for peer approval in friendships - About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others - That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships - How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary
Autumn 2 Building healthy habits	This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	- How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health - The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health - what good physical health means; the characteristics of a balanced, healthy lifestyle - The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines - About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain - The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing - About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods - How to develop healthier eating and drinking habits and how to manage influences on their choices - Some benefits of preparing meals at home; how to plan and prepare healthy meals - How and when to speak to adults (including in school) if they are worried about their health - About the benefits of limiting time spent online and choosing online activities carefully; how to assess

		- The impact of online content, behaviours and habits on their feelings and wellbeing
Spring 1 Mental health & wellbeing	This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	- The importance of taking care of mental health and wellbeing, as well as physical health - How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - how feelings can impact people’s behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - when, why, and how to seek help for their own or others’ wellbeing or mental health; who they can speak to at home and in school
Spring 2 Making choices online	This unit explores how to protect information online and make choices about online content, including understanding age ratings.	- About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent - How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing - about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online - Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online - The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet - How to decide what is appropriate to share online and what should not be shared - The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online
Summer 1 Looking out for each other	This unit explores the basics of first aid, and how to make an efficient call to the emergency services.	- What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) - How to respond to allergic reactions - When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them - How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies

Summer 2 Keeping safe out and about	This unit supports pupils to identify risk and keep safe in the sun and around water. Pupils build confidence in using the Talk PANTS rule to keep safe.	- About the role of rules and laws in keeping people safe - How to predict, assess and manage risk in different situations - strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (staying safe in the sun, water safety, road, cycle and firework safety) - When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them - About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts - How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell
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Year 4		
	Unit overview	Programme of study references
Autumn 1 Mental Health & Wellbeing	Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	- How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - How to direct attention and manage distractions to support mental health and wellbeing - Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
Autumn 2 Exploring ways to manage risk	This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	- Strategies for recognising and managing peer influence and the desire for peer approval in friendships - About the role of rules and laws in keeping people safe - About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances - How to predict, assess and manage risk in different situations - Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (rail, road and firework safety) - How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma - How to predict, assess and manage risk in different situations - What is meant by first aid; basic techniques for dealing with common injuries (burns and scalds)
Spring 1	This unit supports pupils to respond appropriately to conflicts and	- About the importance of friendships; that positive friendships support wellbeing

Forming respectful relationships	bullying, and to understand the importance of respect.	- What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) - That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships - How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary - About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8 - How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own - Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise - How to respond to situations where they experience disappointment or frustration with others - About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others - about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - That the same principles about how to treat others apply in all contexts, including online - to recognise their achievements and personal strengths; how to set targets to help achieve their goals
Spring 2 Money matters and news literacy	This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	- How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - How to manage emotional responses to events outside of their control (e.g. climate change or distressing events) - About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation - About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing

		- Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online - How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous - The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online - that people have different attitudes towards saving and spending money - What influences people's decisions about saving and spending, including individual priorities, needs and wants - Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account - Advantages and disadvantages of different ways of paying for things
Summer 1 Families and growing together	This unit supports pupils' understanding of diverse family structures, and how families can change.	- How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected - That families should provide love, care, protection, and safety for children as they grow up - That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships - That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these - What to do and who to talk to if someone is worried about their family or feels unsafe
Summer 2 Respecting boundaries	This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	- How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary - The difference between public and private; why something might be private, and when children and adults have a right to privacy - About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults - What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries - About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts - How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell - How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that - About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe - Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult

- That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse

Year 5- Medium Term Overview

	Unit Overview	Programme of study references
Autumn 1 Mental health and wellbeing	This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	- How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - How to direct attention and manage distractions to support mental health and wellbeing - Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively - That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this - About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
Autumn 2 Friendships, stereotypes and bullying	This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	- How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) - That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences - That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - Strategies for recognising and managing peer influence and the desire for peer approval in friendships - That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships - How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary - The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others

		- About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect - How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own - How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling - Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise - How to respond to situations where they experience disappointment or frustration with others - About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others - What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes - About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help - How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that - That the same principles about how to treat others apply in all contexts, including online - How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous
Spring 1 Me, my body and growing up	This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	- The difference between public and private; why something might be private, and when children and adults have a right to privacy - About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts - How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell - How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that - About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe - Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult - That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse - the importance of taking care of mental health and wellbeing, as well as physical health

		- How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school - The external genitalia and internal reproductive organs in males and females - The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes
Spring 2 Embedding healthy habits and learning first aid	This unit supports pupils to recognise the benefits of healthy habits such as sun safety and regular exercise. It also covers first aid and the effects of legal drug use.	- That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others - About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect - Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves - the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health - The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) - How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6 - To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break - That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know - What is meant by first aid; basic techniques for dealing with common injuries and how to manage asthma attacks and head injuries - when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them
Summer 1	This unit examines healthy ways of engaging with news stories and	- The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others

Positively engaging with our world	the impact that climate change can have on emotions and wellbeing.	- How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own - How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 - How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - How to manage emotional responses to events outside of their control (e.g. climate change or distressing events) - That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school - About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation - About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online - How to decide what is appropriate to share online and what should not be shared
Summer 2 Safe connections	This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	- What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - Strategies for recognising and managing peer influence and the desire for peer approval in friendships - How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary - how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that - how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard

		- how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - about the role of rules and laws in keeping people safe - About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent - How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing - The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users - About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing - Why and how to use privacy and location settings to protect information - Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling - That the same principles about how to treat others apply in all contexts, including online - How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous - Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online - About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support - The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet - How to decide what is appropriate to share online and what should not be shared - The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online
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	Theme	Programme of study references
Autumn 1 Mental health and wellbeing	This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	- How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - How to direct attention and manage distractions to support mental health and wellbeing - Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively - That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this - About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief - About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
Autumn 2 Developing our understanding of AI	This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	- How to respond to situations where they experience disappointment or frustration with others - About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent - How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation - What AI is (including generative AI) and where it might be encountered in everyday life - Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing - The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users - About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing

		- How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing - Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling - That the same principles about how to treat others apply in all contexts, including online - How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous - Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online - About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support - The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet - How to decide what is appropriate to share online and what should not be shared - The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online
Spring 1 Managing money and online spending	This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	- How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing - The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users - About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing - where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online - How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous - Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online - That people have different attitudes towards saving and spending money - What influences people's decisions about saving and spending, including individual priorities, needs and wants - How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to

		- That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) - advantages and disadvantages of different ways of paying for things
Spring 2 Drug education: assessing risk and managing influences	This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. It also covers first aid.	- Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) - The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health - The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) - How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma - To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break - That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know - What is meant by first aid; basic techniques for dealing with common injuries including, choking, bleeding and basic life support (revisit year 4 burns and scalds and year 5 asthma attacks and head injuries) - when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them
Summer 1 Looking to the future	This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.	- The importance of taking care of mental health and wellbeing, as well as physical health - How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - How to manage emotional responses to events outside of their control (e.g. climate change or distressing events) - That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 - About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school - To recognise their achievements and personal strengths; how to set targets to help achieve their goals - To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy - That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career

		- That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways - How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career - That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - That there are different routes into careers (e.g. college, apprenticeship, university) - About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
Summer 2 Changes in puberty (end sex education)	This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	- The importance of taking care of mental health and wellbeing, as well as physical health - How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school - how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep - Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) - The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health - How and when to speak to adults (including in school) if they are worried about their health - The external genitalia and internal reproductive organs in males and females - The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes - That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them - The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing - about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *Sex education lesson- parental right to withdraw applies - That female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk - About the benefits of limiting time spent online and choosing online activities carefully; how to assess - The impact of online content, behaviours and habits on their feelings and wellbeing