Relationships and Sex Education (RSE), Policy and Syllabus

Nursery - Year 6 including EYFS
(Relationships Education, Relationships and Sex Education (RSE), Health Education 2025 and Online Safety)

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1. Introduction

This policy sets out the aims, organisation and scheme of work for the teaching of Relationships and Sex Education (RSE) throughout Falkner House. RSE at Falkner House is concerned with relationships as well as the personal and social development of all children from Nursery to Year 6, including the Early Years Foundation Stage (EYFS). It is closely linked with PSHE, and the two are often taught together, as reflected in our syllabus in the Appendix. The school provides a safe, secure and supportive environment for pupils to talk to and consult with adults who can give help if and when it is required. Through every aspect of school life, pupils are encouraged to develop the understanding that staff are trusted role models who can help in any situation.

The school's aims are covered in a variety of ways and in varied detail according to circumstances and the age of the child. Each form teacher ensures that the syllabus (see Appendix) is covered during the year and there is, deliberately, much reinforcement of the topics. The children have many opportunities to work as individuals and as part of a group, with both free play and adult-led experiences. The Headteachers regularly discuss RSE with staff and monitor and evaluate the effectiveness and positive impact on the pupils of the school's teaching of RSE.

2. RSE Overview

2.1 Statutory Basis

Relationships Education is compulsory for all pupils receiving primary education, including in independent schools. In teaching it, the school has regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025). This policy should be read alongside *Keeping Children Safe in Education 2026* and the school's Child Protection Safeguarding Policy, PSHE Policy, Internet Policy, Behaviour (including Exclusion & Restraint) and Anti-Bullying Policy, Equal Opportunities Policy and Visiting Speaker Policy.

As an independent school, Falkner House is not required to teach statutory Health Education. Health and wellbeing content, including puberty, is taught through our PSHE and science programmes, with regard to the Health Education section of the guidance as good practice.

2.2 What RSE Covers

RSE at Falkner House focuses on building pupils' understanding of healthy, respectful relationships, including friendships, family relationships, online relationships, consent, personal boundaries, privacy and safeguarding. Teaching is age-appropriate, inclusive and adapted to pupils' developmental stage and needs, including pupils with SEND. Pupils are taught about different types of families and relationships, including families with same-sex

parents, in a sensitive and respectful manner and in accordance with the Equality Act 2010. The curriculum promotes kindness, respect, personal safety, emotional wellbeing and the importance of seeking help when needed.

Online safety is taught throughout the curriculum, including safe online behaviour, cyberbullying, grooming, harmful content, pornography, coercion, and the risks of making or sharing nude or semi-nude images. Pupils are taught how to recognise abuse, report concerns and seek support from trusted adults. Teaching reinforces that abuse is never the fault of the child.

2.3 Relationships Education, Puberty, Science and Sex Education

The school distinguishes clearly between the following, because parents' rights differ for each (see section 4):

Area	Where it is taught	Year groups	Right to withdraw
Relationships Education	RSE/PSHE lessons, assemblies, whole-school life	Nursery – Year 6	No
Puberty and menstruation	PSHE and science	Years 4 – 6	No
Science: life cycles, human development, and the biology of reproduction (egg and sperm, fertilisation, pregnancy and birth)	Science	As per the science scheme of work	No
Sex education: how a baby is conceived through sexual intercourse, in the context of loving relationships	Discrete sex education lessons taught by senior staff	Years 5 and 6	Yes

Sex education at Falkner House means teaching that goes beyond the science curriculum and the puberty content above. It is taught in an age-appropriate, factual way, in line with what pupils learn in science, and parents are told in advance when these lessons will take place.

Any safeguarding concerns arising from RSE teaching are managed in accordance with the school's Child Protection Safeguarding Policy and referred to the Designated Safeguarding Lead (DSL) where appropriate.

3. Roles, Responsibilities, Monitoring and Evaluation

- **The LLP (proprietor):** approves this policy and holds the Headteachers to account for its implementation.
- **The Headteachers:** are responsible for RSE at their site; ensure it is taught consistently across both sites; plan the scheme of work and check resources; manage withdrawal requests; and ensure parents are informed and consulted.
- **Form and specialist teachers:** deliver RSE in line with this policy and refer any safeguarding concerns to the DSL.
- **Senior staff:** teach the sex education lessons in Years 5 and 6.
- **The Designated Safeguarding Lead:** responds to any disclosures or concerns raised through RSE teaching.

Staff who teach RSE receive training on the statutory guidance and on safeguarding. External speakers and resources are vetted in line with the Visiting Speaker Policy, and their content is checked in advance for accuracy and age-appropriateness.

RSE is monitored by the Headteachers through lesson observations, review of planning and pupils' work and assessments, pupil voice, and feedback from parents and staff. This policy is reviewed annually, taking account of the annual parental consultation, and is approved by the LLP.

4. Parent Consultation and Withdrawal Rights

- **Right to withdraw:** Parents have the right to request that their child is withdrawn from some or all of the sex education described in section 2.3. The Headteacher will automatically grant any such request. Parents do not have the right to withdraw their child from Relationships Education, from puberty and menstruation teaching, or from any content taught as part of the science curriculum.
- **How to request withdrawal:** Parents should put their request in writing to the Headteacher of their child's site. The Headteacher will offer to discuss the request with the parents, so they understand what will be taught and the benefits of their child taking part; this does not affect the outcome of the request. A written log is kept of all requests and discussions. A withdrawn pupil is given purposeful alternative work during those lessons. Parents are reminded that their child may hear about the lessons from classmates, and that this may be incomplete or inaccurate. A parent may withdraw their request at any time.
- **Transparency:** Parents are reminded annually that our RSE policy, syllabus and scheme of work are available on our website and in hard copy from the office. Parents of pupils in Years 5 and 6 are told in

advance when sex education lessons will take place. Parental and pupil comments are always welcome, and there is an annual parental consultation about the curriculum to seek their views.

- **Resource sharing:** Falkner House has an "open door" policy. Parents may view all RSE teaching materials on request, and contracts with external providers do not prevent this.

5. Guiding Principles for RSE Delivery

In line with the DfE's 2025 statutory guidance, our RSE provision is built on the following principles:

- **Engagement with pupils:** pupil voice is used to make sure the RSE curriculum is relevant to the real-life experiences of Falkner House children.
- **Careful sequencing and appropriate adaptations:** topics are introduced at a developmentally appropriate age, so that children have the necessary "building blocks" of knowledge before facing complex issues. Teaching is adapted to meet the needs, understanding and developmental stage of all pupils, including pupils with SEND.
- **Preventing harm:** topics such as puberty, online safety and abuse are taught before pupils are likely to encounter them.
- **Skilled delivery:** lessons are delivered by trained staff who foster a safe, participative environment where pupils feel confident to ask questions. Sex education lessons in Years 5 and 6 are taught by senior members of staff, closely monitored by the Headteachers.
- **Whole-school approach:** RSE is woven into our assembly programme, school culture and safeguarding practices rather than treated as an isolated subject.
- **Openness and support:** teaching aims to remove shame, build healthy attitudes and give children the confidence to ask questions and talk about these topics without embarrassment in front of their peers.
- **Balance and accuracy:** where there is significant debate on a topic, staff present the facts and the law and do not endorse any particular view as fact.

6. Core Learning Objectives & Syllabus

Through every aspect of school life, we actively teach the following, so that by the end of Year 6 pupils understand the fundamental building blocks and characteristics of positive, healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

6.1 Families and People Who Care for Me

- that families are important for children growing up because they can give love, security and stability

- the characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, including families with same-sex parents, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- that marriage in the UK is available to both opposite-sex and same-sex couples, and the ceremony may be civil or religious
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

6.2 Caring Friendships

- the importance of friendships in making us feel happy and secure, and how people choose, keep and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others if needed

6.3 Respectful Relationships, Boundaries and Consent

- the importance of self-respect and of respecting others regardless of difference, including the protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Biological sex and gender reassignment:** in line with the statutory guidance, pupils are taught the facts and the law about biological sex, and that gender reassignment is a protected characteristic, so that

people with it are protected from discrimination and should be treated with respect and dignity. Teaching is factual and age-appropriate, and staff do not present contested beliefs about gender identity as fact. Using its professional judgement about the age of its pupils, the school teaches this at this introductory level only; fuller teaching takes place at secondary school.

- **Consent and privacy:** early concepts of seeking and giving permission, personal space and privacy
- the differences between appropriate and inappropriate physical and other contact, as a means of looking at consent in an age-appropriate way
- preventing sexual exploitation, and helping to create mutually respectful friendship groups
- practical steps to take in a range of different contexts to improve or support respectful relationships
- pornography: what it is and its dangers, taught in an age-appropriate way

6.4 Online Relationships & Safety

- that the same principles of respect apply to online relationships as face-to-face, even when anonymous
- that people sometimes behave differently online, including pretending to be someone they are not, and how to think critically about online friendships, including the risks of contact with people they have never met
- **AI and consent:** that AI can create "deepfakes" (fake images or videos), and that creating or sharing AI-generated intimate or harmful imagery is a serious breach of consent and a major safeguarding issue
- preparing older pupils for secondary school pressures, including the risks of making or sharing nude or semi-nude images, grooming, abuse, and exposure to harmful content or pornography

To support mental wellbeing and reduce cyberbullying, Falkner House maintains a mobile-phone-free environment during the school day.

6.5 Abuse and Safety Reporting

- that each person's body belongs to them, and that it is not right to keep secrets if they relate to safety
- the correct anatomical names for body parts, including genitalia, taught in an age-appropriate, matter-of-fact way within science, so that children can report abuse effectively
- how to recognise and report emotional, physical and sexual abuse, or feelings of being unsafe around any adult or peer, and to keep trying until they are heard
- that it is never the fault of a child who is abused, and that victim-blaming is always wrong

6.6 Being and Keeping Safe

- the sorts of boundaries appropriate in friendships with peers and others, including online (for example, the sharing of nude or semi-nude images, and cyberbullying)

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact
- that harm can come from people they know as well as people they do not, and how to ask a trusted adult for help

APPENDIX - OUTLINE OF CURRICULUM

Year Group	Key PSHE, SMSC & RSE Topics
Nursery & Reception	Listening, sharing, and teamwork. Personal hygiene (toothbrushing/handwashing). Introduction to basic Water Safety. **Fundamental British Values** **SMSC** **RSE**
Year 1 & 2	Naming body parts using correct anatomical terms. Risk assessment: "Stranger danger" vs. asking for help. Rail and Road Safety awareness. Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate." **Fundamental British Values** **SMSC** **RSE**
Year 3 & 4	Respecting differences (race, religion, appearance). Introduction to Deepfakes and AI safety. The health risks of Vaping. **Fundamental British Values** **SMSC** **RSE**
Year 5	Online Financial Harms (Loot boxes and scams). Puberty and menstruation (biological facts). Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Assertiveness vs. aggression **Fundamental British Values** **SMSC** **RSE**
Year 6	Misogyny and influencer culture awareness. How social media algorithms can 'push' certain types of content. Human reproduction: fertilisation, pregnancy and birth (Science). Sex education (RSE). Post-11+ curriculum: Basic economics, politics, and First Aid (including choking and dialling 999). **Fundamental British Values** **SMSC** **RSE**

PSHE , SMSC and RSE Nursery	
Topic	**Repeated Yearly - getting more sophisticated in approach as the years progress**
Fundamental British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance. Due to the age of the children two of the FBVs are not explicitly discussed
Mutual respect and tolerance of those with different faiths and beliefs:	Listening to others - participating in group discussions. . Respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Following instructions.
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music . Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral - also FBV	Learning to separate right from wrong and to behave accordingly.
Social - also RSE	Building social skills, working well with others, resolving conflicts,sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year
Health	
Mental	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	**Shared with Reception**
Health	
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Wellbeing	Good eating habits and staying healthy
	Dressing independently
	Introduction to basic water safety

PSHE , SMSC and RSE Reception	
Topic	**Repeated Yearly - getting more sophisticated in approach as the years progress**
Fundamental British Values	What are the four FBVs: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, Respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly. Moral messages within stories e.g treat others as you would wish to be treated yourself.
Social (also RSE)	Building social skills, working well with others, resolving conflicts,sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE	
	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Best friends, falling out with a friend, being lonely, peer influences
	What makes a family–, different kinds of families, family life, being cared for
Health	

Mental	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	**Shared with Nursery**
Health - wellbeing	
	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
	Good eating habits and staying healthy
	Dressing independently
Safety	Introduction to basic water safety
Economics	Shops and shopping
Topic	**Shared with Y6**
SMSC	Spiritual - walking down in the aisle with their “big sister” at the Carol Service (FHG) Social - playing and interacting with their "big sister/ brother” .

PSHE , SMSC and RSE Year 1	
Topic	**Repeated Yearly - getting more sophisticated in approach as the years progress**
Fundamental British Values	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, Respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly.
Social (also FBV & RSE)	Building social skills, working well with others, resolving conflicts,sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE - Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
Health	
Mental	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious.
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again

Topic	**Shared with other year groups Y2-6**
Economics	Economic education – jobs in the community. Saving up .
SMSC - social	Managing secrets, and getting help
Health & Wellbeing	Good eating habits and staying healthy
Safety	
	Basic road and water safety
	Risk assessment – stranger danger v. asking for help.
	Rail and Road Safety awareness.
Topic	**Specific to Year 1**
Health & Wellbeing	Naming body parts (within science) using correct anatomical terms.

PSHE, SMSC and RSE Year 2	
Topic	**Repeated Yearly - getting more sophisticated in approach as the years progress**
Fundamental British Values (FBVs)	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness, stealing
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly.
Social (also FBV & RSE)	Building social skills, working well with others, resolving conflicts,sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE - Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
Health	
Mental	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again
Topic	**Shared with year groups 3- 6**

FBV	Respect for different faiths in the UK community (within RE)
	Difference between our monarchy and our government. Houses of Parliament.
RSE	
Relationships	Belonging to a family, bereavement, birth, sibling rivalry and jealousy, features of family life. Looking at bereavement in more detail: grief, loss and loneliness are natural human experiences.
	What am I good at? Individual worth
Safety	Saying safe , Emergency services and how they work – dial 999
	Safety in the home (within science)
	Risk assessment – stranger danger v. asking for help
	Rail and Road Safety awareness.
Economics	Money, saving, costs

PSHE , SMSC and RSE Year 3	
Topic	**Repeated Yearly - getting more sophisticated in approach as the years progress**
Fundamental British Values (FBVs)	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness, stealing
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (links with FBV)	Learning to separate right from wrong and to behave accordingly.
Social (links with RSE)	Building social skills, working well with others, resolving conflicts,sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE - Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
Health	
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	**Shared with some other year groups- mainly Years 4-6**
FBV	Belonging to a community – local area
	Rights and responsibilities at home and school
	What is a crime? Overview of legal v. illegal in the UK and discuss school rules vs. national law.

	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury
RSE	
E-Safety	Introduction to Deepfakes and AI safety
	Internet safety including the SMART rules (within IT)
Relationships	Caring for and the needs of others - friends, family, the old, the disabled and pets
	Tolerance and open-mindedness
Economics	What money is; needs and wants; looking after money
Health & Wellbeing	The health risks of Vaping
	Overall health and wellbeing including sleep
	Regular physical activity
	Setting and achieving personal goals
Safety	Risk taking, risk assessment and staying safe

PSHE , SMSC and RSE Year 4	
Topic	**Repeated yearly getting more sophisticated in approach as the years progress**
Fundamental British Values (FBVs)	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness, stealing
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly.
Social (also RSE)	Building social skills, working well with others, resolving conflicts, sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE - relationships	
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Health	
mental	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again

Topic	**Shared with some other year groups 3-6**
FBVs	
Individual liberty	rights and responsibilities at home and school
Respect and tolerance	Different faiths in the UK community (within RE) and mutual respect and tolerance of differences (race, religion, appearance).
Democracy	The concept of democracy and the right to vote – elections and an understanding of how citizens can influence decision-making through the democratic process, Why it is important to vote, how and when we vote
Mental Health	What am I good at? Individual worth.
Safety	Risk taking, risk assessment and staying safe
RSE	
E-Safety	Internet safety including dangers of online risks - bullying, pornography, gambling, grooming, abuse and radicalization.
Charity	The role of charities
Health & Wellbeing	The health risks of Vaping
SMSC	
Relationships	Assertiveness v. aggression
	Teasing and bullying - why it's wrong / why it happens/how to prevent it/ how to cope
Health & Wellbeing	Drugs common to everyday life e.g. Nurofen and calpol
Economics	Making decisions about money; using and keeping money safe
Environmental	Recycling and how to be 'eco friendly' at home and school (within geography/science)
	Pollution issues (within geography/science)

PSHE , SMSC and RSE Year 5	
Topic	**Repeated Yearly**
Fundamental British Values (FBVs)	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness, stealing
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly.
Social (also FBV&RSE)	Building social skills, working well with others, resolving conflicts, sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE	
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	**Shared with other year groups 3 6**
RSE	

E-Safety within IT	Internet safety- dangers of on line risks – bullying,gambling, grooming, abuse and radicalization
	Managing time online
	Managing social media
	Managing online relationships
Physical Safety	Risk taking, risk assessment and staying safe
	First Aid
Mental Health	What affects mental health and ways to take care of it; managing change, pressure and stress. Discussion encourages talking about "mental wellbeing as a normal part of daily life."
Topic	**Specific to Years 5 and 6**
Health & Wellbeing	healthy eating habits (within science)
	healthy sleep habits (within science)
	Alcohol and smoking (within science)
Growing & Changing (within science)	Human reproduction, fertilisation, pregnancy and birth
	Puberty and menstruation - physical and emotional changes, personal hygiene routines; support with puberty
RSE	
Consent	Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
Stereotypes	Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Valuing diversity-challenging discrimination and stereotypes. Assertiveness vs. aggression.
Relationships	Managing the cool group
Sex Education	How a baby is conceived (parents may withdraw)
E-Safety	Online Financial Harms (Loot boxes and scams)
	Managing AI (AI and generative AI) safely
	Introduction to Deepfakes and AI safety
FBV	
	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	Rules at home, in school and in law in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. The value of rules and laws; rights,

	freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury
	Respect and tolerance: analysis of the what is meant by the protected characteristics - age, disability, sexual orientation, pregnancy, gender reassignment, religion, race, sex

PSHE , SMSC and RSE Year 6	
Topic	**Repeated Yearly**
Fundamental British Values (FBVs)	What are the four FBV: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
Democracy	That majority wishes will govern decisions e.g a classroom vote on the afternoon story
Mutual respect and tolerance of those with different faiths and beliefs and none	Listening to others - irrespective of their faiths and beliefs, participating in group discussions, respect and courtesy to peers and adults, objects and ideas
Rule of law (links with moral)	Why do we have rules? Following instructions from teachers, honesty and truthfulness, stealing
Individual liberty	The right to make decisions about your own body, clothes, hobbies, and friends. as well as their own thoughts, favourite things, and unique opinions. Not everyone has to play "your" game. However, liberty does not mean doing whatever you want. True freedom stops where it hurts or disrespects someone
SMSC	
Spiritual	Seeing the wonder in nature, appreciating art, music. Enjoying the specialness of Christmas - irrespective of its religious meaning.
Moral (also FBV)	Learning to separate right from wrong and to behave accordingly.
Social (also FBV&RSE)	Building social skills, working well with others, resolving conflicts, sharing, teamwork, taking turns and fairplay (also within PE SoW), making friends, being a good friend.
Cultural	Appreciating different cultural traditions and celebrating diversity with participation in and learning about a wide array of cultural events, St. Patrick's and Burns' Day, Diwali, Eid and Chinese New Year.
RSE	
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Personal privacy - need for consent
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
	How to say "no" drugs"

Post 11+ Exams	Basic economics, politics, and First Aid (including choking and dialling 999).
Topic	**Shared with year groups 3-5**
RSE	
Relationships	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage in the UK is available to both opposite and same sex couples. The ceremony may be civil or religious.
E-Safety (within IT)	Internet safety including dangers of online risks - bullying, gambling, grooming, abuse and radicalisation
	managing time online
	managing social media
	managing online relationships
Mental Health	What affects mental health and ways to take care of it; managing change and pressure and stress
Safety	First Aid
	Risk taking, risk assessment and staying safe
FBV	**R**espect and tolerance: analysis of the what is meant by the protected characteristics - age, disability, sexual orientation, pregnancy, religion, race, sex, and gender reassignment (only mentioned very lightly)
Topic	**Specific to years 5-6 group**
Health & Wellbeing (within science)	
	healthy sleep habits
	How drugs differ from medicines useful drugs and their development
	Illegal drugs effects on the body / effects on society / drugs and the law
	what affects mental health and ways to take care of it; managing change and stress
Safety	Keeping safe in different situations, including responding in emergencies
	How to travel independently and safely
RSE	
E-Safety	Misogyny and influencer culture awareness. How social media algorithms can 'push' certain types of content.
Relationships	Valuing diversity- challenging discrimination and stereotypes
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.

	Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
	Managing the cool group
	Attraction to others; romantic relationships; civil partnership and marriage
Fundamental British Values	Acceptance of similarities and differences and encouraging consideration respect and kindness for others: love, sexuality, (gay or straight), marriage, civil partnership and divorce
	Parliament and how it functions. Commons vs. Lords. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
	Effective preparation for the world of work, careers. Avoiding stereotypes.
	Life as an adult in British society embracing fundamental British values
Economics	Identifying job interests and aspirations; what influences career choices
	Influences and attitudes to money; money and financial risks. Needs and wants
	Interview practice
	Life at the next school
Topic	**Shared with Reception**
SMSC	Spiritual - walking down in the aisle with their “big sister” at the Carol Service (FHG) Social - playing and interacting with their "big sister/ brother” .