



St Edward's Prep School & Nursery

PSHEE AND RSE POLICY

This policy applies to the entire setting, including EYFS.

Date of Policy	September 2024
Member of staff responsible	Linda Smith
Role	Assistant Head Pastoral

Last Review	Significant changes
September 2024	Policy moved to a central template with RSE incorporated.
September 2025	Reviewed – added KCSIE 2025 update - Misinformation, disinformation and conspiracy theories.
September 2026	Reviewed – Significant changes to include the latest DFE RSHE guidance and KCSIE 2026 requirements.

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Introduction

Personal, Social, Health and Economic Education (PSHEE) and Relationships and Sex Education (RSE) are important and integral parts of pupils' education at St Edward's Prep School and Nursery. Together, they support the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of later life.

The Department for Education states that:

"All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice."

At St Edward's, our PSHEE and RSE programme equips pupils with the knowledge, understanding and skills they need to lead confident, healthy and increasingly independent lives; to develop positive and respectful relationships; to understand and manage risk; and to make safe and informed decisions.

Relationships Education is statutory in primary education. Our provision reflects the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in 2025 and effective from September 2026. This includes the strengthened emphasis on healthy and respectful relationships, boundaries and consent, preventing sexual harassment and sexual violence, challenging sexism and misogyny, online safety and emerging risks associated with artificial intelligence and digital content.

This policy and our curriculum are also informed by relevant national guidance, including *Keeping Children Safe in Education 2026*, *Working Together to Safeguard Children 2026*, *Preventing and Tackling Bullying*, DfE advice on drugs and alcohol, and the Equality Act 2010. The curriculum is further informed by the PSHE Association Programme of Study and Primary Curriculum Model 2026, which we adapt to reflect the age, developmental stage and needs of our pupils and the particular ethos and context of St Edward's.

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-educationguidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

School Ethos and Values

St Edward's Prep is an independent prep school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and capability to fulfil their potential. A school in which pupils develop a passion for, and awareness of, the world that empowers them to take action and make it a better place for all.

Rationale

Personal, Social, Health and Economic Education helps pupils develop the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. Through these, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and behaviour.

They reflect on their experiences and understand how they are developing personally and socially. They explore issues that form part of growing up and learn about their responsibilities, rights and duties as individuals and as members of local, national and global communities.

Pupils learn to understand and respect our common humanity, diversity and difference, enabling them to value themselves and others and to form positive, respectful and fulfilling relationships. They are supported to make informed decisions and to understand how their choices can affect themselves, other people and the wider world.

The full PSHEE and Relationships Education curriculum is accessible to all pupils. Teaching takes account of pupils' age, ability, developmental stage, readiness and individual needs, including those with SEND and those for whom English is an additional language.

Inclusion and Equality

St Edward's is committed to equality, diversity and inclusion. Pupils are taught to respect difference, challenge stereotypes and understand that discrimination, bullying, harassment and disrespectful behaviour are not acceptable. Teaching is factual, balanced and age-appropriate. Where sensitive or individual matters arise, including where a pupil is questioning their gender, the school will respond sensitively and on an individual basis, taking account of the pupil's wellbeing and safeguarding needs and acting in accordance with current DfE guidance, *Keeping Children Safe in Education*, the school's safeguarding procedures and its statutory duties.

Teaching will be adapted where necessary to ensure that PSHEE and RSE are accessible to all pupils, including those with SEND. The school recognises that some pupils may require additional teaching, reinforcement or support to understand relationships, boundaries, risk and personal safety.

Working in Partnership with Parents and Carers

The school recognises parents and carers as important partners in pupils' PSHEE and RSE education and is committed to openness and transparency about what is taught.

Parents and carers are consulted when the school's RSE policy is developed or reviewed and are provided with clear information about the curriculum and how it is taught. Where particularly sensitive areas of learning are planned, the school will communicate appropriately with parents in advance so that they understand what pupils will be learning and can support conversations at home.

The school will provide parents with opportunities to understand the resources used to support PSHEE and RSE. Representative materials may be shared as part of curriculum information or parent engagement, and **all curriculum materials used to teach RSHE will be available for parents to view on request**, subject to appropriate copyright arrangements. [GOV.UK](https://www.gov.uk)

Parents and carers are encouraged to raise questions or concerns with the school and, where appropriate, staff will support families in discussing sensitive topics with their children. Consultation provides an important opportunity for parents' views to inform the school's approach, while responsibility for determining and delivering the curriculum remains with the school.

Parents have the right to request that their child is withdrawn from the non-statutory elements of Sex Education. There is no right to withdraw from Relationships Education or from relevant content taught as part of the National Curriculum for Science. The school's RSE curriculum and arrangements for parental consultation and withdrawal are set out later in this policy.

Links to Other Policies and Guidance

This policy should be read alongside the school's Safeguarding and Child Protection, Behaviour, Anti-Bullying, Online Safety, Equality, SEND and Accessibility, Curriculum, Teaching and Learning, Drugs and Drug Education, First Aid and Supervision of Pupils policies, which can be found on the school website.

It should also be read with reference to *Keeping Children Safe in Education 2026*, the DfE statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, the Equality Act 2010 and the PSHE Association Programme of Study and Primary Curriculum Model 2026.

Our Approach to Personal Development

At St Edward's, our PSHEE and RSE curriculum forms a central part of our wider approach to personal development. At the heart of this are the five characteristics we seek to develop in every pupil.

At St Edward's Prep, we aim to develop pupils who are:

- **Caring – showing kindness, empathy and consideration for others.**
- **Courteous – demonstrating respect, good manners and consideration.**
- **Courageous – having the confidence to make good choices, speak up and embrace challenge.**
- **Collaborative – working positively with others and valuing different perspectives.**
- **Confident – developing self-belief, independence and the ability to express themselves appropriately.**

These 5Cs are referred to as the St Edward's Pupil Profile.

Framework for PSHEE and RSE Education

Our PSHEE and RSE curriculum is progressive, age-appropriate and responsive to the needs of our pupils. Learning begins in the Early Years and develops throughout the school, revisiting key themes with increasing depth as pupils' knowledge, understanding and maturity develop.

The curriculum is informed by statutory Relationships and Health Education requirements and the PSHE Association Programme of Study and Primary Curriculum Model 2026, adapted to reflect the needs and context of St Edward's. The PSHE Association model supports a spiral approach in which learning is revisited and developed over time.

At St Edward's, PSHEE and RSE cover the following areas:

Relationships and Respect

From the Early Years onwards, pupils learn about the relationships that are important in their lives, including families, friendships and relationships with trusted adults. They learn that families can be different, including families with same-sex parents or carers, adoptive families and families where children are cared for by people other than their birth parents. Pupils learn that families may look different from their own and that what matters is the care, security, commitment and respect within them.

As pupils progress through the school, they develop their understanding of friendship, kindness, respect, inclusion and difference. They learn about different types of relationships, challenge stereotypes and understand that discrimination, bullying or disrespectful language or behaviour is never acceptable.

Pupils also learn about personal boundaries and consent, appropriate and inappropriate behaviour, how to manage disagreements and how to recognise bullying, harassment and other unacceptable behaviour. They learn to recognise when behaviour makes them or others feel uncomfortable or unsafe and know how and where to seek help.

As pupils mature, they are also taught to recognise and report sexual harassment and inappropriate sexual behaviour, including online, and to understand why sexist or misogynistic language and attitudes are unacceptable.

Health and Wellbeing

Pupils develop the knowledge and habits that support their physical and mental health and wellbeing. This includes healthy eating, physical activity, sleep, dental health, personal hygiene and understanding the importance of looking after their bodies.

Pupils learn to recognise and talk about emotions and develop strategies for managing worries, change, loss and difficult feelings. As they mature, they develop greater understanding of mental wellbeing, resilience and self-regulation and know where to seek support.

Learning also includes age-appropriate teaching about medicines, drugs, alcohol, smoking and vaping; assessing and managing risk; personal safety; basic first aid and responding appropriately in an emergency.

Changing, Growing and Understanding Our Bodies

Learning about bodies and growing begins from the earliest years. Pupils develop an age-appropriate understanding of themselves, their bodies and how people grow and change. They learn appropriate vocabulary for the body and about privacy, personal boundaries, appropriate and inappropriate touch and keeping themselves safe.

By Key Stage 1, pupils learn about the human life cycle and the correct names for parts of the body, including private body parts and genitalia, within the context of growing up, privacy and personal safety. This progression is reflected within the PSHE Association Primary Curriculum Model.

At St Edward's, puberty is taught progressively across Years 4, 5 and 6. Pupils learn about the physical and emotional changes associated with puberty, including changes to boys' and girls' bodies, menstruation, wet dreams, personal hygiene, privacy, emotional changes and increasing independence. Learning is revisited and developed so that pupils are appropriately prepared for the changes they may experience.

Teaching throughout is factual, sensitive and appropriate to pupils' age and developmental stage.

Sex Education

At St Edward's, Sex Education forms part of pupils' progressive learning about their bodies, growing and changing, relationships and human reproduction. It is taught in an age-appropriate and developmentally appropriate way and builds upon learning established from the earliest years.

In the younger years, pupils develop appropriate vocabulary for their bodies, including the correct names for private body parts and genitalia, and learn about the human life cycle, privacy, personal boundaries and keeping themselves safe.

As pupils progress, this learning develops through their understanding of puberty and is complemented by the Science curriculum, through which pupils learn about life cycles and reproduction in plants and animals, including humans. Together, PSHEE, RSE and Science provide pupils with an appropriate and progressive understanding of their bodies, puberty, growing up and human reproduction.

At St Edward's, pupils learn about human reproduction through the Science curriculum. This includes age-appropriate learning about male and female reproductive cells, fertilisation, prenatal development and birth as part of the human life cycle. Teaching is scientific and factual and does not extend to the mechanics of sexual intercourse or conception.

St Edward's does not provide an additional programme of non-statutory Sex Education beyond this curriculum provision. There is therefore no separate additional Sex Education programme from which pupils are withdrawn. Should additional non-statutory Sex Education be introduced in the future, parents would be consulted and the school would follow the parental withdrawal arrangements set out in current DfE guidance.

Online Safety, Media Literacy and Artificial Intelligence

From an early age, pupils learn how to use technology safely and responsibly, including protecting personal information, making appropriate choices about what they view and share, and knowing what to do if something online worries or upsets them.

As pupils progress, this develops to include online relationships and communication, privacy, cyberbullying, inappropriate content and contact, pressure and influence, and how to report concerns and seek help.

Pupils develop their ability to question the reliability and purpose of information they encounter, including misinformation and disinformation and images or other digital content which have been altered or manipulated.

In the upper years, pupils also develop an age-appropriate understanding of **artificial intelligence and generative AI**, including AI-generated text and images, chatbots and deepfakes. They consider the opportunities and risks associated with AI, responsible use and privacy, and understand that AI-generated information and content may not always be accurate or genuine. These areas are explicitly developed within the PSHE Association's Year 6 model.

Living in the Wider World

Pupils learn about their place within the school, local community and wider world. They develop an understanding of rights and responsibilities, rules and laws, democracy, equality, diversity and respect for others.

They develop an age-appropriate understanding of money and financial decision-making, including needs and wants, influences on spending and online financial risks. Pupils also explore their individual strengths and interests, aspirations, different jobs and careers and opportunities available to them in later life.

Pupils are encouraged to understand their responsibilities towards other people and the environment and to see themselves as increasingly informed and responsible local, national and global citizens.

Across the Curriculum

Across all areas of PSHEE and RSE, pupils are encouraged to ask questions, express their views respectfully, listen to others, challenge stereotypes and prejudice, assess risk and make informed choices.

The curriculum also forms an important part of the school's preventative safeguarding provision. Pupils develop the vocabulary and confidence to recognise when something may be wrong, understand that harmful or abusive behaviour is never acceptable, identify trusted adults and know how and where to seek help.

PSHEE, Citizenship and RSE Across the Curriculum

PSHEE, Citizenship and RSE are not taught in isolation. They are supported and reinforced across the curriculum and through the wider life of the school, enabling pupils to make connections between their learning and their experiences.

Fundamental British Values are embedded throughout the school's curriculum and wider provision. Pupils develop their understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These are explored through PSHEE and Citizenship, Themes of Investigation, Religious Studies, assemblies, the school's behaviour expectations and opportunities for pupil leadership and participation in school life.

Spiritual development is also an important part of the school's approach to personal development. Pupils are given opportunities to reflect on their own beliefs, values and experiences; develop a sense of awe and wonder; appreciate beauty and the world around them; and consider questions of meaning, purpose and their connection with others. This is developed through PSHEE, Religious Studies, Themes of Investigation, assemblies, the arts and experiences across the wider curriculum.

Across the curriculum

PSHEE, Citizenship and RSE are further supported through subjects including **Science**, through health, the human body, growing and reproduction; **Digital Learning**, through online safety, digital literacy, misinformation and AI; **English and Drama**, through communication, empathy, relationships and exploring different perspectives; **Mathematics**, through financial education; **History and Geography**, through society, diversity, citizenship, sustainability and the wider world; **Religious Studies**, through beliefs, values, cultures and respect for others; and **Physical Education**, through health, wellbeing, teamwork and personal development.

Within the **Early Years**, PSHEE and RSE are integrated into everyday provision and the wider curriculum, supporting the Personal, Social and Emotional Development and Understanding the World areas of learning.

Learning beyond the classroom, including educational visits, residential experiences, outdoor learning, sport and extra-curricular activities, provides further opportunities for pupils to develop confidence, resilience, independence, collaboration, responsible risk-taking and positive relationships.

Resources and Wider Curriculum Provision

PSHEE, Citizenship and RSE are underpinned by the school's whole curriculum, relevant schemes of work and high-quality, age-appropriate teaching resources. Provision is supported by the wider life of the school, including assemblies, pastoral provision, pupil leadership, charity and community activities, educational visits, visiting speakers and opportunities for learning beyond the classroom.

Learning is reinforced across the curriculum. This includes Science and Physical Education for physical health and healthy lifestyles; Mathematics and Themes of Investigation for financial and economic education; Digital Learning for online safety and digital literacy; and subjects across the curriculum which develop pupils' understanding of relationships, citizenship, culture, diversity, the environment and the wider world.

Healthy Eating and Drinking

The school is committed to promoting positive attitudes towards food, drink and nutrition. Healthy eating forms an important part of pupils' wider health and wellbeing education, helping them to understand the importance of a balanced diet and to make informed choices about food and healthy lifestyles.

Healthy eating and nutrition are taught across the curriculum, including through **PSHEE, Science, Physical Education and Themes of Investigation**, with appropriate learning beginning in the EYFS. Pupils learn about balanced nutrition, healthy food choices, where food comes from and the relationship between diet, physical activity and wellbeing.

Eating at School

The school recognises mealtimes as an important part of pupils' wider learning about health, wellbeing and positive social interaction. Freshly prepared, nutritionally balanced meals provide pupils with opportunities to put their learning about healthy eating into practice.

Pupils are encouraged to experience a varied diet, widen their palates and try a range of foods, including fruit and vegetables. Initiatives such as **taster tables** provide opportunities for pupils to explore unfamiliar foods in a positive and supportive way. Pupils are encouraged, but never forced, to try new foods.

Eating together also provides an important social experience. Mealtimes encourage conversation, good manners, independence and positive relationships, with staff modelling these behaviours and supporting pupils to develop healthy attitudes towards food.

The school takes account of pupils' allergies and medical, religious and other dietary requirements, with appropriate information shared with relevant staff.

Supporting Pupils Who Are Questioning Their Gender

St Edward's recognises that some pupils may question their gender or how they wish to express themselves. Any such situation will be approached sensitively and on an individual basis, with the pupil's wellbeing and safeguarding at the centre of decision-making.

The school will take account of the individual child's circumstances, age and developmental stage, relationships with family and peers and any relevant safeguarding considerations. The school will work in partnership with parents and carers, in accordance with current statutory guidance, and will take account of appropriate professional or clinical advice where this is relevant.

The school will not make assumptions about a pupil based on gender stereotypes. Pupils who are questioning their gender will be protected from bullying, harassment, discrimination and abuse, while the school will also have regard to the safeguarding, wellbeing and rights of all pupils.

Any concerns arising in relation to a pupil questioning their gender will be managed in accordance with Keeping Children Safe in Education 2026, the school's Safeguarding and Child Protection Policy and other relevant statutory duties.

Outcomes for Pupils

Through PSHEE, Citizenship and RSE, pupils should progressively develop the knowledge, understanding, skills and attitudes they need to lead safe, healthy, responsible and fulfilling lives. By the time they leave St Edward's, pupils should have had opportunities to:

- develop a secure sense of identity, self-worth and belonging, recognising their own strengths, qualities and responsibilities while respecting those of others;
- understand the characteristics of healthy families, friendships and relationships, including kindness, trust, honesty, respect, boundaries and consent;
- recognise unhealthy, unsafe or harmful behaviour, including bullying, discrimination, harassment and inappropriate sexual behaviour, and know how and where to seek help;
- respect difference and diversity, challenge stereotypes and prejudice and understand that families, relationships, cultures, beliefs and individual experiences may be different from their own;
- develop the vocabulary and confidence to communicate effectively, express views respectfully, listen to others, manage disagreement and establish and respect personal boundaries;
- understand their physical and mental health, including healthy eating, physical activity, sleep, hygiene, emotional wellbeing and strategies that can support resilience and self-regulation;
- understand how their bodies grow and change, developing age-appropriate knowledge of the human body, puberty, reproduction and the human life cycle;
- recognise, assess and manage risk, make informed decisions and understand how influences including peers, media, advertising and online content can affect their choices;
- use technology safely, responsibly and critically, understanding privacy, online relationships and behaviour, misinformation and disinformation, manipulated content and the opportunities and risks associated with AI;

- develop increasing understanding of money, economic wellbeing and the world of work, including influences on spending, online financial risks, individual strengths, aspirations and future opportunities;
- understand their rights and responsibilities as members of the school and wider community, including democracy, the rule of law, individual liberty, respect for others and the Fundamental British Values;
- develop respect for different cultures, faiths and beliefs, alongside opportunities for spiritual reflection, consideration of their own values and beliefs and appreciation of the world around them;
- understand their relationship with the wider world, including social and environmental responsibility, community participation, service and the consequences their choices can have for other people and the environment;
- develop independence, leadership, collaboration and responsible decision-making, contributing positively to school and community life; and
- develop the confidence and resilience to manage change and transition, including increasing independence and preparation for the next stage of their education.

Assessment, Recording and Reporting

Assessment is an important part of PSHEE, Citizenship and RSE. Its purpose is to establish what pupils know and understand, how well they can apply their learning and what they need to learn next. Assessment also enables the school to monitor progression and inform future curriculum planning and teaching.

Teachers assess pupils' knowledge, understanding and skills through a range of approaches, including discussion, questioning, observation, written and practical activities, group work and pupil reflection. Assessment focuses on what pupils have learned rather than judging their personal beliefs, experiences or characteristics.

Particular importance is placed on ensuring that pupils' knowledge and understanding develop progressively over time. Pupils' progression in PSHEE, Citizenship and RSE is assessed and recorded, with the Assistant Head Pastoral & Inclusion maintaining oversight of progression across the school. Assessment information is used to identify areas that require consolidation or further development and to inform future curriculum planning.

Assessment also considers pupils' ability to apply their learning, for example when making informed decisions, recognising and managing risk, understanding healthy and respectful relationships, respecting boundaries, staying safe and understanding their rights and responsibilities.

Pupils are encouraged to reflect on their learning and, where appropriate, identify areas for further development. PSHEE, Citizenship and RSE are not subjects in which pupils simply 'pass' or 'fail'; assessment is used to recognise progress and support continued learning.

Assessment information is complemented by the school's wider pastoral monitoring, pupil voice and wellbeing information. Pupils' wider personal development is communicated to parents through the school's reporting arrangements, including relevant comments from Form Tutors.

The Use of Visitors to the Classroom

Visitors and outside speakers may be used to enrich the PSHEE, Citizenship and RSE programme by providing specialist knowledge or relevant experience. Their contribution will form part of a planned programme of learning, with a member of school staff present, and will not replace teaching by the school.

The school will ensure that any content and resources used are appropriate to the age and needs of pupils and consistent with the school's curriculum and safeguarding expectations. Resources will also be made available to parents on request.

PSHE Education Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHE and Citizenship, and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Confidentiality

Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHE Education or designated teacher when necessary.

Monitoring and Evaluation

The effectiveness of PSHE, Citizenship and RSE provision is monitored by the **Assistant Head Pastoral & Inclusion**, working with the Senior Leadership Team. This includes reviewing curriculum coverage and progression, pupils' learning and assessment information, pupil voice and relevant pastoral or safeguarding information.

The curriculum and associated schemes of work are reviewed regularly to ensure that provision remains appropriate to the needs of pupils, reflects emerging issues and is consistent with current statutory guidance and good practice.

See the top of the document for review dates.

Appendix A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Making Friends and Belonging – friendships, sharing, playing together, classroom expectations	Understanding Feelings – recognising emotions, expressing needs, managing feelings	Me, You and Our Families – similarities and differences, different families, care and belonging	Keeping Safe – trusted adults, safety at home and outside, privacy and asking for help	Being Healthy – food, physical activity, sleep, hygiene and looking after our bodies	Kindness and Growing – kindness, independence, growing and preparing for change
Year 1	Making Friends: Playing and Learning Together – friendship, cooperation, listening, sharing, permission, disagreements and bullying	Mental Health and Wellbeing – recognising thoughts and feelings and simple strategies for managing emotions	Celebrating Me, You and Our Families – individuality, similarities and differences, different families, love and care	Safety at Home – hazards, medicines and household products, recognising risk and seeking help	Being Healthy – healthy food and drink, physical activity, sleep, hygiene, dental health and sun safety	Showing Kindness to Ourselves and Others – feelings, kindness, self-respect and caring for others
Year 2	Mental Health and Wellbeing – feelings and their intensity, managing emotions, change and loss	Keeping Safe Online – online content, feelings, personal information, viewing and sharing safely	Me, My Body and Staying Safe¹ – growing from young to old, correct names for body parts, private parts, privacy and personal safety	Money and Work – strengths and interests, jobs, earning money, needs and wants	Keeping Safe Outside the Home – road and rail safety, emergencies, trusted adults and calling 999	Looking Back and Moving On – consolidating learning, achievements, change and transition
Year 3	Me, My Friends and Belonging – healthy friendships, respect, inclusion and belonging	Mental Health and Wellbeing – self-regulation, managing worries and strategies that support wellbeing	Building Healthy Habits – nutrition, dental health, physical activity and healthy choices	Making Choices Online – personal information, online content, age ratings and responsible choices	Keeping Safe Out and About – recognising and managing risk, sun, water and rail safety	Looking Out for Each Other – helping others, basic first aid and contacting emergency services

Year 4	Mental Health and Wellbeing – developing self-regulation and understanding factors that support wellbeing	Exploring Ways to Manage Risk – assessing risk, personal safety, peer influence and informed choices	Forming Respectful Relationships – friendship, conflict, bullying, respect and appropriate behaviour	Money Matters and News Literacy – attitudes to money, influences, news, reliability and emotional impact	Me, My Body and Growing Up¹ – physical and emotional changes during puberty, body vocabulary, privacy and personal safety	Families and Growing Together – different family structures, relationships, change within families and mutual respect
Year 5	Friendships, Stereotypes and Bullying – respectful relationships, bullying, prejudice, stereotypes and challenging harmful attitudes	Mental Health and Wellbeing – thoughts, emotions, self-regulation, resilience and wellbeing	Positively Engaging with Our World – news and media, difficult events, environmental responsibility and climate-related emotions	Respecting Boundaries – personal boundaries, different types of touch, permission and consent	Safe Connections Online – online relationships, communication, privacy, cybercrime, harmful content and seeking help	Embedding Healthy Habits and Learning First Aid – physical activity, sun safety, goal setting, healthy lifestyles and first aid
Year 6	Mental Health and Wellbeing – emotional regulation, stress, worry, loss, resilience and transition	Managing Money and Online Spending – financial wellbeing, advertising, spending influences and online financial risks	Changes in Puberty and Human Reproduction¹ – puberty, independence, sleep, healthy relationships and scientific understanding of human reproduction	Drug Education: Assessing Risk and Managing Influences – medicines, legal and illegal drugs, smoking, vaping, alcohol, influence and risk	Developing Our Understanding of AI – generative AI, chatbots, AI-generated content, deepfakes, privacy, accuracy, rights and responsible use	Looking to the Future – strengths and skills, aspirations, careers and career pathways, change and transition to secondary school

¹ **Growing, puberty and human reproduction content:** These units contain age-appropriate learning about bodies, growing, puberty and/or human reproduction. At St Edward's, human reproduction is taught scientifically through the Science curriculum and includes male and female reproductive cells, fertilisation, prenatal development and birth. Teaching does not extend to the mechanics of sexual intercourse.