



# PSHE/RSE/SMSC Overview Year 4/5

September 2025-July 2026



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation
Perseverance	Optimism	Self-control	Self-belief		

## Key messages to teach our children from the start

- “You are always allowed to say no.”
- “If something feels wrong, you should tell a trusted adult.”
- “It’s never your fault if someone tricks or pressures you.”
- “Trusted adults will listen and help you.”
- “If something feels wrong, trust that feeling.”
- “You are not responsible for someone else’s bad behaviour.”
- “It’s always okay to ask for help.”
- “Real friends and trusted adults won’t pressure or trick you.”
- “Exploitation is never your fault.”
- “You have the right to feel safe and respected.”
- “If something feels wrong, trust your instincts and speak up.”
- “Trusted people won’t pressure, trick, or control you.”
- “Exploitation is never the victim’s fault.”
- “Consent, respect, and choice are essential in all relationships.”
- “Trust your instincts—if something feels wrong, it probably is.”
- “Support is always available, and speaking up can help keep people safe.”

## Year 4/5 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
<p>Being me in my world The world and us</p> <p>Protected Characteristic: relationships</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from us or make different choices or have different preferences or beliefs.</li> <li>The conventions of courtesy and manners.</li> <li>That in school and in the wider community they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p style="color: red;">Project Protect</p> <ul style="list-style-type: none"> <li style="color: red;">recognise emotions and know that they can help us understand our feelings in different situations</li> </ul>	<ul style="list-style-type: none"> <li>The role of the Police and the legal system in Britain (SO)</li> <li>Where in the world is the Royal Family still recognised? (C)</li> <li>Which other countries have a royal family? How is it the same/different?</li> <li>What happens to children who don't go to school in Britain? What happens to children in other countries? (C, SO, M)</li> <li>Consider the role of the government in parliament - What for they do?</li> <li>Consider the two houses, House of Commons and the House of Lords - What are they responsible for? (C, SO)</li> <li>The beginning of democracy 1215 - The Magna Carta (C)</li> <li>What is a government? (Cornerstones) (D)</li> <li>Children in need</li> <li>Sports/Comic Relief</li> </ul>			<ul style="list-style-type: none"> <li>Current age appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>

	<ul style="list-style-type: none"> <li>• know how to seek support with relationships when feeling lonely or excluded</li> <li>• know the meaning and benefits of living in a community</li> <li>• know the features of positive, healthy friendships</li> </ul>				
<p>Celebrating difference The same but different (Relationships – families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: race</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• That most friendships have ups and down, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that making racist comments is against the law (M, SO, C)</li> <li>• Sex education and relationships (M, SO, C)</li> <li>• My friends and I, How we are similar but unique (C)</li> <li>• What do I believe in? How does this affect my life? (SP)</li> <li>• Tackling different forms of bullying – homophobia, biphobia, transphobia – Jake's story</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life (SP)</li> </ul>

	<ul style="list-style-type: none"> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> <li>• About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: feelings</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding peer pressure, how to resist this and when this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> <li>• E-safety - Purple mash</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<p>Healthy me Healthy Mind, Healthy body (Health Education - mental well-</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and</li> </ul>	<ul style="list-style-type: none"> <li>• Rules in school and Rules in society and at home - Why do we need rules?</li> <li>• Food groups</li> <li>• Importance of food and nutrients</li> <li>• The blinks book - Anger</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> </ul>		

<p>being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: acceptance</p>	<p>experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards other, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others.</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• Clever never goes</li> </ul> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking and alcohol use.</li> </ul>		<ul style="list-style-type: none"> <li>• RSE - Y4 Lesson 1 - Life Cycles - use resource 'Same but different'</li> <li>• RSE - Y4 lesson 2 - knowing our bodies - use resource 'How do we change, inside our bodies, periods and check out the changes'</li> <li>• Care and Commitment - Healthy choice challenge, Who and What helps and celebrating</li> </ul>		
<p>Relationships</p>	<p>Caring friendships</p>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> </ul>

(Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)

Protected Characteristic: self-confidence

- How important friendships are in making us feel happy and secure, and how people choose 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 most friendships have ups and downs, and 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, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

Respectful relationships

- The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others.

- What does it mean to be British?
- Expect Respect - Examine violence, excuses and responsibility.

- Managing feelings and behaviour (M)

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
  - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
  - Where to get advice.
- Mental wellbeing
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

**Scenarios**

**The Favour That Isn't Fair**

A child gives you gifts, then later says you owe them and must do what they ask.

Questions: Is this really kindness? What's fair?

**The Group Leader**

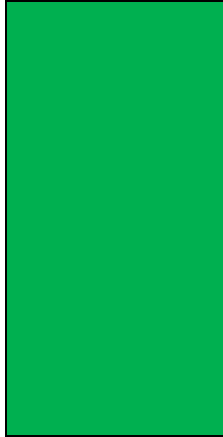
The leader of a friend group says you can only stay in the group if you do things you're not comfortable with.

Questions: What would you do? What makes a good friend?

**Online Chat**

Someone in a game asks for your personal details and says, "Don't tell anyone, it's just our secret."

Questions: What are the risks? Who should you tell?



- begin to recognise hurtful or negative behaviours, online and offline, and feel about to seek help.
- understand that people can sometimes be manipulated to make choices they would not have otherwise made
- Understanding the meaning of control and manipulation.
- understand the meaning of the term grooming and that it can happen online and offline.

Changing me  
Me the  
successful  
learner  
(Health  
Education -  
Drugs, Alcohol,  
Tobacco, Health  
and Prevention,  
Basic First-Aid)

Protected  
Characteristic:  
choices

- Being safe
- What sorts of boundaries are appropriate in friendships with peers and others
  - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
  - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Mental wellbeing
- That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
  - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
  - Where and how to seek support, including whom in school they should speak to if they are worried about their own or

- Alcohol - How does it change behaviour? (M)
- NHS - How has the NHS changed since it was established in 1948?
- Do other countries have an NHS and is it free? (SO, C)

- What makes me an excited learner? (SP)
- How do you provoke awe and wonder and instil curiosity in lessons?

someone else's mental wellbeing or ability to control their emotions.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including key facts about the menstrual cycle.

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