



# PSHE/RSE/SMSC Overview Year 5/6

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 5 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSHE Areas	Autumn	Spring	Summer	Ongoing
<p>Being me in my world The world and us</p> <p>Protected Characteristic: age</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 that they should respect those differences and know that other children's families are also characterised by love and care.</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> </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> <li>The importance of self-respect and how this links to their own happiness.</li> <li>That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</li> </ul> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with family and friends and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>How is the rule of the law different in Britain to other countries? What rights do all people have, if they are accused of a crime? (SO, M)</li> <li>What is Parliament (Cornerstones) (D)</li> <li>Parliament and Government both play a part in forming the law of the UK (M, SO, C)</li> <li>Parliament and the Crown - Along with the House of Commons and House of Lords, the Crown is an integral part of the initiation of parliament (M, SO, C)</li> <li>Devolved Parliament and assemblies - UK devolution created a national parliament in Scotland, a national assembly in Wales and a national assembly in Ireland (M, SO, C)</li> <li>The beginning of democracy 1215 - The Magna Carta (C)</li> <li>Children in need</li> <li>Comic Relief</li> <li>Cycle Safety</li> <li>Votes for Women</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</li> </ul>

	<p>Project protect</p> <ul style="list-style-type: none"> <li>• understand what discrimination is and know there are different types of discrimination</li> <li>• understand everyone has the right to be treated fairly.</li> </ul>				
<p>Celebrating difference The same but different (Relationships ~ families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: racism, religion, discrimination, prejudice</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 that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul> <p>Caring Friendships</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <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 them or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of contexts to improve or support respectful relationships.</li> <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, including those in positions of authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that tensions between different cultures can result in war around the world</li> <li>• I am aware of what forms racism takes</li> <li>• I understand what it means to be homophobic</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>• Anti-bullying ~ focus on different forms of bullying ~ homophobia, transphobia, biphobia ~ Emma'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>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul> <p>Online relationships</p> <ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including the importance of respect for others online including when we are anonymous.</li> </ul> <p>Internet safety and harms</p> <ul style="list-style-type: none"> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</li> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: choosing help</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 that they should respect those differences and know that other children's families are also characterised by love and care.</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> </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</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week and understanding peer pressure and how to resist this and when this might happen</li> <li>Rights and responsibilities of a child.</li> <li>Rights and Responsibilities of and adult in keeping us safe and taking care of us.</li> <li>Good role models</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> </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> </ul> <p>Anti-bullying week.</p>

	<p>or make different choices or have different preferences or beliefs.</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>				
<p>Healthy me Healthy mind, healthy body (Health Education - mental wellbeing, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: gender and friendships</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The characteristic and mental and physical benefits of an active lifestyle.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> </ul> <p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• Rules at home, society and in school</li> <li>• Whole rules - why are these important in school?</li> <li>• Food plate and plan a meal</li> <li>• Plan a packed lunch</li> <li>• Care and Commitment - Healthy Choice Challenge</li> <li>• The Blinks Book - Sad</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety (M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• NSPCC (M, SP, SO)</li> <li>• RSE Y5 lesson 1 puberty - use resource Puberty Quiz</li> <li>• RSE Y5 lesson 2 - Menstruation - use resources with menstruation cards, questions, puberty myths, X-ray reproductive system</li> <li>• RSE lesson 3 - Reproduction - use resource 'How a baby is made, reproduction parts of the body'</li> <li>• RSE lesson 4 - Use resource Nine months, how a baby is born, conception and pregnancy quiz, puberty and reproduction, healthy mum and healthy baby</li> </ul>		

	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</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, alcohol use and drug taking.</li> </ul> <p>Basic first aide</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p> <p>Protected Characteristic: feelings</p>	<p>Internet safety and harms</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse or trolling, bullying and harassment can take place,</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• Expect respect - Secrets and Stories</li> <li>• What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M)</li> </ul>

which can have a negative impact on mental health.

- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

#### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

#### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Clever never goes

#### The Exchange

Someone offers money or gifts in exchange for doing something that breaks rules or feels uncomfortable.

Questions: What are the warning signs? What would you do?

#### The Rumour Threat

A peer says, "If you don't do this, I'll spread rumours about you."

Questions: What type of behaviour is this? How can you get help?

#### Social Media Pressure

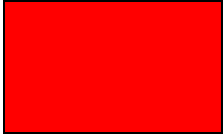
Someone online asks you to send a photo and says they'll stop being your friend if you don't.

Questions: Is this a safe relationship? What should you do?

#### Project protect

- understand what peer pressure is and how they can respond
- understand that their body is theirs
- understand it is ok to say no, including unwanted touch

	<ul style="list-style-type: none"> <li>Understanding the meaning of control and manipulation.</li> <li>begin to know that grooming can happen to any child, whatever their age or gender</li> <li>begin to understand that a range of tactics can be used to groom someone</li> <li>begin to know that grooming can take place over a long or short period of time</li> </ul>				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First-Aid)</p> <p>Protected Characteristic: prejudice, different ideas, co- existence</p>	<p>Being safe</p> <ul style="list-style-type: none"> <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>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>The mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <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>Changing adolescent body</p> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9</li> </ul>			<ul style="list-style-type: none"> <li>Illegal Drugs (M)</li> <li>NHS - Debate the changes to the NHS over the years, if you were in charge of health, what would you do next? (SO)</li> <li>What happens in other countries when you are ill? Is care always free?</li> <li>My hobbies in and out of school, how does this make me feel?</li> </ul>	<ul style="list-style-type: none"> <li>What makes me an excited learner? (SP)</li> <li>How do you provoke awe and wonder and instil curiosity in lessons?</li> </ul>



through to age 11, including physical and emotional changes.

- About menstrual wellbeing including key facts about the menstrual cycle.