



PSHE/RSE/SMSC

Overview Year 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 6 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSHE Area	Autumn	Spring	Summer	Ongoing
<p>Being me in my world The world and us</p> <p>Protected Characteristic: celebrating differences</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • 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. <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure and how people choose and make friends. 	<ul style="list-style-type: none"> • 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) • Parliament and Government both play a part in forming the law of the UK (M, SO, C) • 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) • 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) • What is Democracy? (Cornerstones) (D) • What age should you be allowed to vote • The beginning of democracy 1215 - The Magna Carta (C) • Children in need • Comic relief 			<ul style="list-style-type: none"> • Current age appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news

	<ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can make in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • 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. <p>Project protect</p> <ul style="list-style-type: none"> • know what prejudice means • recognise acts of discrimination 				
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • 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. <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure and how people choose and make friends. 	<ul style="list-style-type: none"> • Expect respect (M, SO, C) • I know that tensions between different cultures can result in war around the world • I am aware of what forms racism takes • I understand what it means to be homophobic • Sex education and Relationships (M, SO, C) • My friends and I, How we are similar but unique (C) 			<ul style="list-style-type: none"> • What do I believe in? How does this affect my life (SP)

<p>Protected Characteristic: the equality act</p>	<ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can make in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> • What do I believe in? How does this affect my life? (SP) • Tackling homophobia, biphobia, transphobia - Linus' story. 			
<p>Dreams and Goals Rights and responsibilities</p> <p>Protected Characteristic:</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • STAR - Drugs, alcohol and tobacco • Anti-bullying week and understanding how to resist peer pressure and when it might happen. 	<ul style="list-style-type: none"> • My hobbies in and out of school and how this makes me feel (C) • What are my aspirations - where do I see myself as an adult? (SO) • What does freedom mean? What does it look like? Is it the same in all countries (M, C) 		<ul style="list-style-type: none"> • Magic learning habits • School Parliament (SP, SO) • Playground Pals (SP, C) • How do I contribute to my community? And help to improve my local area (SO) • What makes an excited learner? How do you

race, refugees,
prejudice

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Caring friendships

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can make in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- 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.

- RSE - Physical Health and Fitness

provide awe and wonder for your pupils?

- Anti-bullying week.

<p>Healthy me Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: discrimination</p>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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. • 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. <p>Physical health and fitness</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. 	<ul style="list-style-type: none"> • Why do we need rules? • Whole rules in school • The Blinks book - Self-esteem • RSE - Mental well-being • RSE - Health and Revention 	<ul style="list-style-type: none"> • Stranger Danger • E-safety (M, Sp, SO) • Road safety (M, SO) • Water Safety (M, SP) • Fire Safety (M, SP) • NSPCC (M, SP, SO) • RSE - Internet safety and Harms 	<ul style="list-style-type: none"> • RSE Y6 lesson 1 - Valuing ourselves - resources 1.2, 1.3 • RSE Y6 lesson 2 - Changes - Resources 2.1, 2.2 • RSE Y6 lesson 3 - Puberty - resources hair in funny places - Babette Cole, 3.2, 3.3, 3.4 • RSE Y6 lesson 4 and 5 - Knowing our bodies - resources Mummy laid and Egg - Babette Cole, 1.8, 4.1, 4.2, 4.3, 4.3b, 3.5 • RSE Y6 review unit - resources 5.1, 9.1 • RSE Y7 - Changes lesson 1, lesson 2 - Quiz 7.2, 7.4 	
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- The importance of building regular exercise into daily and weekly routines and how to achieve this.
 - The risks associated with an inactive lifestyle.
 - How and when to seek support including which adults to speak to in school if they are worried about their health.
- Drugs, Alcohol and Tobacco
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- Health and Prevention
- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
 - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
 - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
 - The facts and science relating to allergies, immunisation and vaccination.
- Caring friendships
- 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 these situations and how to seek help or advice from others if needed.
- Being safe
- 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.

	<ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • 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. • Where to get advice, 				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p> <p>Protected Characteristic: diversity</p>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Where and how to seek support, including whom in school they should speak to if they 		<ul style="list-style-type: none"> • RSE - Families and People who care for me • RSE - Respectful relationships • RSE - Online Relationships • RSE - Being Safe 	<ul style="list-style-type: none"> • RSE - Caring Friendships • How are my friends the same/different to me? (SP, SO) • Expect Respect - Understanding Domestic Abuse • What does it mean to be British? 	<ul style="list-style-type: none"> • Magic learning habits • Self-confidence and self-awareness (SP) • Managing feelings and behaviour (M)

are worried about their own or someone else's mental wellbeing or ability to control their emotions.

- 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.

Caring friendships

- 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 these situations and how to seek help or advice from others if needed.

Being safe

- 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 recognise and report feelings of being unsafe or feeling bad about any adult.
- 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.
- Where to get advice.
- Clever never goes

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.

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

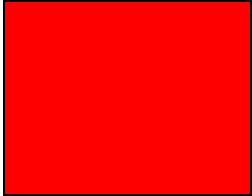
Someone online asks you to send a photo and says they'll stop being your friend if you don't.

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

Project protect

- explain how to seek help for themselves or a friend.

	<ul style="list-style-type: none"> • understand the concept of coercion, control and manipulation and what coercive behaviour might look like. • feel able to challenge unwanted behaviours within a friendship/relationship • know that grooming can happen to any child, whatever their age or gender • understand that a range of tactics can be used to groom someone • know that grooming can take place over a long or short period of time 				
<p>Changing me and the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First-Aid)</p> <p>Protected Characteristic: age, diversity</p>	<p>Being safe</p> <ul style="list-style-type: none"> • 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. • How to recognise and report feelings of being unsafe or feeling bad about any adult. <p>Mental wellbeing</p> <ul style="list-style-type: none"> • The mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. <p>Changing adolescent body</p>			<ul style="list-style-type: none"> • Illegal Drugs (M) • NHS - Debate the changes to the NHS over the years, if you were in charge of health, what would you do next? (SO) • What happens in other countries when you are ill? Is care always free? • My hobbies in and out of school, how does this make me feel? • RSE - Basic First aid 	<ul style="list-style-type: none"> • What makes me an excited learner? (SP) • How do you provoke awe and wonder and instil curiosity in lessons?



- 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.