

PSHE Curriculum (2026-2027)

Year Five and Six (Y6 Curriculum)

Autumn 1

Mental Health and Wellbeing

Big Question: How can I understand, manage and protect my mental wellbeing?

<u>Key learning:</u> <u>Children will learn:</u> - recognise that mental health is part of everyone's overall health - recognise a wider range of emotions and understand that feelings can vary in intensity - explore strategies for managing stress, worry and difficult emotions - recognise how thoughts can influence feelings and behaviour - explore positive thinking and ways of challenging unhelpful thoughts - understand the importance of sleep, exercise, relationships, hobbies and time outdoors to wellbeing - recognise warning signs that they or someone else may need support - understand when it is important to seek help - identify trusted adults and appropriate sources of support - develop resilience when dealing with setbacks and change - prepare emotionally for the transition to secondary school.	<u>Four Stars Connection</u> ★ ★ Stargaze What kind of person do I want to become? ★ Spirit How can I maintain a positive attitude when facing challenges? ★ Strive What strategies can I use when things feel difficult? ★ Sparkle How can I recognise and celebrate my own progress?	<u>British Values Links</u> Democracy: Listening respectfully to different experiences and perspectives. Rule of Law: Understanding how routines and boundaries can support wellbeing. Individual Liberty: Making informed choices about personal wellbeing. Mutual Respect: Showing empathy and supporting others. Tolerance: Understanding that people experience and express emotions differently.
<u>RSE Link</u> Children begin to understand: - Emotional wellbeing - Self-esteem and confidence - Healthy relationships - Recognising supportive relationships - Seeking help - Managing emotions within relationships - Preparing emotionally for change and transition	<u>Key Vocabulary</u> mental health, wellbeing, resilience, stress, anxiety, emotion, intensity, self-esteem, confidence, coping strategy, perseverance, setback, support, regulation, rumination, transition	<u>Recommended Books</u>  Recommended Books  <i>The Boy, the Mole, the Fox and the Horse</i> - Charlie Mackesy <i>Wonder</i> - R.J. Palacio <i>The Anxiety Survival Guide for Teens</i> - Jennifer Shannon (selected/adapted extracts as appropriate)

Autumn 2

Managing Money and Online Spending

Big Question - How can I make responsible choices with money, especially online?

<u>Key learning:</u> <u>Children will learn:</u> - understand different ways people earn, spend, save and manage money - understand the importance of budgeting - recognise needs, wants and priorities - understand that spending decisions can have consequences - recognise different ways of paying for goods and services - understand that money can be spent online as well as in physical shops - recognise risks associated with online spending - understand how in-app purchases, subscriptions and persuasive design can encourage spending - recognise the influence of advertising, influencers and social media on spending decisions - understand the importance of protecting financial and personal information - recognise scams and suspicious online requests - know where to seek help if something goes wrong.	<u>Four Stars Connection</u> ★ ★ Stargaze What financial goals might I have for my future? ★ Spirit How can I respect people whose financial circumstances are different from mine? ★ Strive How can I stop, think and make a responsible financial decision? ★ Sparkle How can I feel proud of being responsible with money?	<u>British Values Links</u> Democracy: Understanding that people make different choices. Rule of Law: Understanding rules around money, purchases and online transactions. Individual Liberty: Making informed financial choices. Mutual Respect: Avoiding assumptions or judgement about people's financial circumstances. Tolerance: Respecting different lifestyles and financial situations.
<u>RSE Link</u> Children begin to understand: - Respecting different family circumstances - Understanding that families manage money differently - Recognising the impact financial worries can have on wellbeing - Developing responsible online behaviour - Understanding healthy boundaries around sharing personal information	<u>Key Vocabulary</u> income, salary, wage, budget, saving, spending, needs, wants, priority, transaction, subscription, purchase, in-app purchase, advertising, influencer, scam, fraud, financial information, password, security	<u>Recommended Books</u> 📖 <i>Those Shoes</i> - Maribeth Boelts <i>A Chair for My Mother</i> - Vera B. Williams <i>The Last Stop on Market Street</i> - Matt de la Peña <i>The Money Tree</i> - Sarah Stewart

Spring 1

Changes in Puberty (and Sex Education*)

Big Question - How will my body and relationships change as I grow up?

Key learning:

Children will learn:

- understand that puberty is a natural process of growing and developing
- understand that puberty happens at different times for different people
- understand the physical and emotional changes associated with puberty
- understand menstruation and menstrual wellbeing
- understand erections, ejaculation and wet dreams in an age-appropriate, factual way
- understand the importance of personal hygiene
- understand body privacy and personal boundaries
- recognise the emotional changes that can occur during puberty
- challenge unrealistic expectations about bodies and appearance
- understand that physical development does not happen at exactly the same time for everyone
- recognise trusted adults and sources of reliable information.
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Sex Education Thread

Where included within your school's agreed RSE curriculum, Year 6 can build upon puberty and Relationships Education to introduce age-appropriate Sex Education. This should be clearly separated in your planning from the statutory Relationships Education and Health Education content.

Potential content may include:

- how a baby is conceived
- sexual intercourse as one way a pregnancy can occur
- basic information about conception and pregnancy
- the importance of mutual respect and consent
- recognising that intimate relationships carry responsibilities
- knowing where to access reliable information and support.

The PSHE Association's 2026 Programme of Study incorporates the updated statutory RSHE requirements, while its curriculum model provides schools with flexibility to adapt learning to their context and policies.

Four Stars Connection ★

★ Stargaze

Who am I becoming?

★ Spirit

How can I respect my changing body and the bodies of others?

★ Strive

How can I look after myself as I grow?

★ Sparkle

How can I feel confident about the person I am becoming?

British Values Links

Democracy: Asking questions and listening respectfully.

Rule of Law: Understanding privacy, boundaries and consent.

Individual Liberty:

Understanding personal choices and bodily autonomy.

Mutual Respect: Respecting people's bodies, privacy and boundaries.

Tolerance: Recognising that everyone develops differently.

RSE Link

Children begin to understand:

- puberty knowledge / body changes
- menstruation / emotional changes
- body image / personal hygiene
- privacy / boundaries
- consent / respectful relationships
- age-appropriate sex education
- reliable sources of information.

Key Vocabulary

puberty, adolescence, hormones, menstruation, period, ovulation, sperm, egg, erection, ejaculation, wet dream, hygiene, body image, privacy, boundary, consent, conception, pregnancy, sexual intercourse, respect

Recommended Books 📖

- *What's Happening to Me?* - Alex Frith
- *Let's Talk About the Birds and the Bees* - Molly Potter

Spring 2

Drug Education: Assessing Risk and Managing Influences

Big Question - How can I assess risk and manage influences when making decisions about drugs and other substances?

Key learning:

Children will learn:

- understand that medicines can be helpful when used correctly
- understand the difference between legal and illegal substances
- explore the health risks associated with drugs, alcohol, smoking and vaping
- understand that substances can affect physical and mental health
- recognise that some substances can be addictive
- understand how peer pressure and social influences can affect decisions
- recognise how social media and media representations can influence attitudes
- practise strategies for responding to pressure
- understand the importance of seeking help
- recognise that risk-taking can have consequences for themselves and others.

Four Stars Connection ★

★ **Stargaze**

What kind of future do I want for myself?

★ **Spirit**

How can I support friends without putting myself at risk?

★ **Strive**

How can I resist pressure and make my own decisions?

★ **Sparkle**

How can I feel confident about making healthy choices?

British Values Links

Democracy: Considering different viewpoints and sources of information.

Rule of Law:

Understanding that some substances are illegal and why laws exist.

Individual Liberty:

Making informed choices while recognising consequences.

Mutual Respect:

Respecting others' decisions and boundaries.

Tolerance: Understanding that people may have different experiences and circumstances.

RSE Link

Children begin to understand:

- Managing peer pressure
- Respecting personal boundaries
- Making decisions within relationships
- Understanding how substances can affect judgement and behaviour
- Personal safety
- Seeking help

Key Vocabulary

substance, medicine, drug, legal, illegal, addiction, dependence, risk, consequence, influence, peer pressure, vaping, nicotine, alcohol, tobacco, harmful, decision, support

Recommended Books

The Boy at the Back of the Class - Onjali Q. Raúf

Summer 1

Developing Our Understanding of AI

Big Question - How can we use AI safely, responsibly and critically?

<u>Key learning:</u> <u>Children will learn:</u> - understand what Artificial Intelligence means - recognise different examples of AI in everyday life - understand that generative AI can create text, images, audio and other content - recognise that AI does not always provide accurate information - understand the importance of checking information - recognise AI-generated or manipulated images and content - understand what deepfakes are - recognise how AI can influence what people see online - consider the impact of AI on wellbeing and relationships - understand the importance of protecting personal information when using AI tools - think critically about whether information is trustworthy - consider both opportunities and potential risks associated with AI - begin thinking about how AI may affect future careers.	<u>Four Stars Connection</u> ★ ★ Stargaze How might AI shape my future? ★ Spirit How can I use technology in ways that respect others? ★ Strive How can I question information rather than automatically believing it? ★ Sparkle How can I use technology positively and responsibly?	<u>British Values Links</u> Democracy: Understanding that information can influence people's opinions. Rule of Law: Understanding responsible and lawful technology use. Individual Liberty: Making informed choices about technology. Mutual Respect: Considering how AI-generated content can affect other people. Tolerance: Recognising different perspectives about technology.
<u>RSE Link</u> Children begin to understand: - Online relationships - Privacy - Personal information - Respectful online communication - Recognising manipulated content - Understanding how technology can influence relationships and wellbeing.	<u>Key Vocabulary</u> Artificial Intelligence, AI, generative AI, chatbot, algorithm, deepfake, manipulated, misinformation, disinformation, bias, reliable, source, privacy, data, prompt, digital footprint, critical thinking	<u>Recommended Books</u> 📖 For this unit, I would strongly recommend using the PSHE Association's Understanding AI resources as the core teaching resource because they have been specifically developed for KS2-4 and address the new statutory requirements. You could supplement this with: <i>Hello Ruby: Journey Inside the Computer</i> - Linda Liukas

Summer 2

Looking to the Future

Big Question - Who do I want to become and how can I prepare for my future?

Key learning:

Children will learn:

- reflect on their strengths, interests and qualities
- identify aspirations for the future
- explore different education and career pathways
- understand that career choices can change over time
- recognise the importance of transferable skills
- explore how education, qualifications and experiences can support future opportunities
- understand that stereotypes can influence ideas about careers
- challenge gender and other stereotypes around jobs
- recognise the importance of resilience when plans change
- develop strategies for managing transition to secondary school
- identify people who can support them in making future decisions
- set personal goals for their next stage of education.

Four Stars Connection



★ **Stargaze**

What are my dreams, aspirations and goals?



★ **Spirit**

What attitudes and values will help me succeed?



★ **Strive**

What will I do when I face challenges?



★ **Sparkle**

What will success look and feel like for me?

British Values Links

Democracy: Understanding that people can choose different pathways.

Rule of Law: Understanding the importance of responsibilities and expectations.

Individual Liberty: Making informed choices about future goals.

Mutual Respect: Respecting different aspirations and career choices.

Tolerance: Challenging stereotypes and valuing different pathways.

RSE Link

Children begin to understand:

- Developing self-esteem
- Healthy relationships and support networks
- Managing transition
- Independence
- Resilience
- Recognising trusted adults
- Understanding how relationships may change as children move to secondary school.

Key Vocabulary

aspiration, ambition, goal, career, pathway, qualification, skill, strength, talent, opportunity, responsibility, independence, resilience, stereotype, transition, secondary school, future

Recommended Books

The Boy Who Harnessed the Wind – William Kamkwamba

The Promise – Nicola Davies

The Most Magnificent Thing – Ashley Spires

What Do You Do With an Idea? – Kobi Yamada

The Day You Begin – Jacqueline Woodson