

# YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tel them — if they are worried about something in their family</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	

**Belonging to a community**

What rules are; caring for others' needs; looking after the environment

PoS Refs: L1, L2, L3

- about examples of rules in different situations, e.g. class rules, rules at home, rules outside
- that different people have different needs
- how we care for people, animals and other living things in different ways
- how they can look after the environment, e.g. recycling

<b>Spring</b> — Living in the wider world	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online  PoS Refs: L7, L8	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
	<b>Money and Work</b> Strengths and interests; jobs in the community  PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	
<b>Summer</b> — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety  PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	
	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong  PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	

**Keeping safe**

How rules and age restrictions help us; keeping safe online

PoS Refs: H28, H34

- how rules can help to keep us safe
- why some things have age restrictions, e.g. TV and film, games, toys or play areas
- basic rules for keeping safe online
- whom to tell if they see something online that makes them feel unhappy, worried, or scared

## YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	

<b>Spring</b>	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"><li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li><li>• about different rights and responsibilities that they have in school and the wider community</li><li>• about how a community can help people from different groups to feel included</li><li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li></ul>	
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<b>Spring</b> — Living in the wider world	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everydaylife</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	
<b>Summer</b> — Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external</li> </ul>	

PoS Refs: H20, H25, H26, H27

genitalia (e.g. vulva, vagina, penis, testicles)

- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year



**Keeping safe**

Safety in different environments; risk and safety at home; emergencies

PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

# YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> </ul>	

PoS Refs: R30, R31

- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

<b>Spring</b> — Living in the wider world	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities  PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<b>Media literacy and Digital resilience</b> How the internet is used; assessing information online  PoS Refs: L11, L12	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	
	<b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals  PoS Refs: L25, L26, L27, L30	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
<b>Summer</b>	<b>Physical health and Mental wellbeing</b> Health choices and habits; what	<ul style="list-style-type: none"> <li>about the choices that people make in daily life that could affect their health</li> </ul>	

affects  
feelings; expressing feelings

PoS Refs: H1, H2, H3, H4, H6, H7, H17,  
H18, H19

- to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- what can help people to make healthy choices and what might negatively influence them
- about habits and that sometimes they can be maintained, changed or stopped

- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- about the things that affect feelings both positively and negatively
- strategies to identify and talk about their feelings
- about some of the different ways people express feelings e.g. words, actions, body language
- to recognise how feelings can change overtime and become more or less powerful

**Growing and changing**

Personal strengths and achievements; managing and reframing setbacks

PoS Refs: H27, H28, H29

- that everyone is an individual and has unique and valuable contributions to make
- to recognise how strengths and interests form part of a person's identity
- how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

**Keeping safe**

Risks and hazards; safety in the local environment and unfamiliar places

PoS Refs: H38, H39, H41

- how to identify typical hazards at home and in school
- how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- about fire safety at home including the need for smoke alarms
- the importance of following safety rules from parents and other adults
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b> Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	
	<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	

**Respecting ourselves and others**

Respecting differences and similarities; discussing difference sensitively

PoS Refs: R32, R33

- to recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone



<b>Spring</b> — Living in the wider world	<b>Belonging to a community</b> What makes a community; shared responsibilities  PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>to recognise that they belong to different communities as well as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	
	<b>Media literacy and Digital resilience</b> How data is shared and used  PoS Refs: L13, L14	<ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts look like</li> <li>to compare content shared for factual purposes and for advertising</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<b>Money and Work</b> Making decisions about money; using and keeping money safe  PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	
<b>Summer</b>	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of</li> </ul>	

PoS Refs: H2, H5, H11

physical illness

- that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

<b>Summer</b> — Health and wellbeing	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	
	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	

## YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	

**Respecting ourselves and others**

Responding respectfully to a wide range of people; recognising prejudice and discrimination

PoS Refs: R20, R21, R31, R33

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment

		<ul style="list-style-type: none"> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>	
<b>Spring</b> — Living in the wider world	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	
	<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations;</p> <p>what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	

<b>Summer</b>	<b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"><li>• how sleep contributes to a healthy lifestyle</li><li>• healthy sleep strategies and how to maintain them</li><li>• about the benefits of being outdoors and in the sun for physical and mental health</li><li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li></ul>	
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<b>Summer</b> — Health and wellbeing	PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	
	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing  PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	
	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM  PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	





## YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	

**Respecting ourselves and others**

Expressing opinions and respecting other points of view, including discussing topical issues

PoS Refs: R30, R34

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

Spring	<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	

**Money and Work**

Influences and attitudes to money;  
money and financial risks

PoS Refs: L18, L22, L23, L24

- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

**Physical health and Mental wellbeing**

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night

		<ul style="list-style-type: none"> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Human reproduction and birth; increasing independence; managing transitions</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> </ul>	

PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception<sup>2</sup>
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

**Keeping safe**

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support



concerning drug use

- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions