

# PSHE Education

## Key stages 1 – 2

This programme of study has been adapted from the PSHE Association programme builder and has also been tailored to meet the needs of the students at Moorhill Primary School. The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

This PSHE Association programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. The thematic programme builds in developmental progression by revisiting themes year on year, building on and extending prior learning.

*The programme consists of;*

- *a long term plan for the year across all year groups*
- *separate grids for each year group, setting out learning objectives for each half-term*
- *links to resources (both PSHE Association resources and resources carrying the Association's Quality Mark\*), and other resources/texts, that support each module. New quality assured resources will be added as they are published.*



## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year1	Roles of different people; families; feeling cared for. Knowing rights to a safe environment where physical and emotional needs are met.	Recognising privacy; staying safe; seeking permission Speak Out, Stay Safe assembly. NSPCC Pants rule – Pantosaurus.	How behaviour affects others; being polite and respectful. Welcoming adults and children into our school.	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Speak Out, Stay Safe assembly. NSPCC – pants rule	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour Speak Out, Stay Safe assembly. NSPCC – pants rule	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

<b>Year4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online Speak Out, Stay Safe assembly. NSPCC – pants rule	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year5</b>	Managing friendships and peer influence	Physical contact and feeling safe Speak Out, Stay Safe assembly. NSPCC – pants rule	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM. Awareness of gangs, knife crime and county lines.
<b>Year6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations, online including grooming and offline. Gangs, county lines and child criminal exploitation. Speak Out, Stay Safe assembly. NSPCC – pants rule.	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

## YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	Children will know....	Resources to support planning
Autumn	<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 and the rights they have to a safe, caring environment (feeling safe, physical and emotional needs met)</li> <li>emotions and the language of emotions, including how your body feels, facial expressions (mirrors etc) – Colour Monster emotions interactive display, introduction of PECs cards for emotions. Use puppets to show contrasting emotions (Shark aggressive, snail withdrawn), is there a puppet like you?</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 tell them — if they are worried about something in their family</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE Lessons</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p>Text: Love Makes A Family Text: Mommy, Moma and Me Text: How Are You Feeling Today? Text: And Tango Makes Three</p>
	<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 in school and at home</li> <li>about what it means to keep something private, including parts of the body that are private (using correct terminology)</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) Know which forms of physical contact are acceptable and which are unacceptable</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> <li>about our basic needs that should be met</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p>Text: Pantosaurus Text: My Undepants Rules</p> <p>NSPP Pants Rule NSPCC Speak out stay safe KS1 assembly My safety net – ELSA support worksheet</p>

	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour means in and out of school</li> <li>• how to be a good friend and how everyone should be treated with kindness</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• what bullying means and the impact this has on others.</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>	<p>Text: incredible you.</p> <p>Friendship bears</p> <p>Individual photographs of children (in group's) others write a positive comment</p>
<p>Spring</p>	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside. - Our school rules Ready, Respectful, Safe – what do they look like?</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling, caring for our school environment e.g. weeding, tidying outdoor areas, bird feeders, cress heads.</li> </ul>	<p><a href="#">1 decision - Being responsible (£)</a></p> <p><a href="#">Experian - Values, Money and Me (KS1)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the rules for keeping safe online: permission to go online; not sharing personal information; telling someone if something seen is frightening or makes them uncomfortable and how the adult can help</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> <li>• what to do if we see something we don't like online and know who to ask for help</li> <li>• How it is important to be considerate to others online</li> </ul>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-use-the-internet-with-adult-support-to-communicate-with-people-i-know-e-g-video-call-apps-or-services/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-use-the-internet-with-adult-support-to-communicate-with-people-i-know-e-g-video-call-apps-or-services/?from=years</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-when-i-should-ask-permission-to-do-something-online-and-explain-why-this-is-important/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-when-i-should-ask-permission-to-do-something-online-and-explain-why-this-is-important/?from=years</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/year-one/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/year-one/online-relationships/</a></p>

	<p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<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>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>
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Summer	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<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>▪ Know the difference between healthy and unhealthy choices and how they make them feel.</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> <li>▪ how to cross the road safely.</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles 1 decision - Keeping/staying healthy (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> <p><a href="#">Lifebuoy - 'Soaper Heroes' lesson plans</a></p>
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• To recognise what makes them special and unique including their likes, dislikes, interests and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong both in school and out of school.</li> <li>• how they are the same and different: gender, race, interests, likes and dislikes.</li> <li>• About different kinds of feelings and the language to express these emotions.</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave.</li> <li>• About the basic life cycles of animals and humans.</li> <li>• How we change as we grow up and that we all grow and change at different rates.</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing</a></p> <p><a href="#">Medway Public Health Directorate - Primary</a></p> <p><a href="#">RSE Lessons</a></p> <p><a href="#">1 decision - Feelings and emotions (£)</a></p>
	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe – what the rules are at school and why we have them.</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends</a></p> <p><a href="#">1 decision - Computer safety/Hazard watch (£)</a></p> <p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>

## YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn	<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, including new children joining the class and making them welcome</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends and associated emotions</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 – at home and at school</li> <li>• about different emotions and the language to express these.</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<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, both at school, home and in the community.</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">Thinkuknow Jessie and Friends</a></p> <p>NSPCC Pants Rule NSPCC Speak out stay safe.</p> <p>Puppets Comic strip conversations</p>
	<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 – and know that it is okay to be different and have differences, and that those differences should be respected and celebrated</li> <li>• know how our rules of Ready, Respectful and Safe help to make trusting and healthy relationships – and the impact this has on ourselves and others</li> <li>• how friends can have both similarities and differences and that it is ok to be different.</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>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a></p>

Spring	<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6</p>	<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>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a></p>
	<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 everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true</li> <li>• know who can help if I feel pressured to do something I am not sure about and don't like, and what to do.</li> </ul>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>
	<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 – apple pay.</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>	<p><a href="#">1 decision - Money matters (£)</a> <a href="#">Experian - Values, Money and Me (KS1)</a></p>



<p>Summer</p>	<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 (memory books/boxes, blow bubbles to send thoughts to someone/something they have lost).</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> <li>• use emotive language to describe how they are feeling.</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">PSHE Association - The Sleep Factor</a></p> <p><a href="#">1 decision - Keeping/staying healthy (£)</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing</a></p> <p><a href="#">1 decision - Feelings &amp; emotions (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p> <p><a href="#">Winston’s Wish – Loss and bereavement</a></p> <p><a href="#">Lifebuoy - ‘Soaper Heroes’ lesson plans</a></p>
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</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 genitalia (e.g. vulva, vagina, penis, testicles) and know that these parts are private.</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals.</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary</a></p> <p><a href="#">RSE Lessons (KS1)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)</a></p>
	<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’, and who to turn to for help.</li> <li>• 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</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• 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</li> <li>• how to respond if there is an accident and someone is hurt</li> </ul>	<p><a href="#">1 decision - Keeping/staying safe (£)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p>

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|  | <ul style="list-style-type: none"><li>• 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 – role play</li></ul> |  |
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## YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn	<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, some married and some not</li> <li>To recognise that families can look different from their families and that those differences should be respected</li> <li>What makes a healthy family? – commitment to each other, care, time together, protection</li> <li>that being part of a family provides support, stability and love and making sure that everyone is safe, healthy and feels cared for within the family</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> <li>to use emotive vocabulary to describe how they are feeling.</li> </ul>	<p><a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p>Anna Freud resources UNICEF resources Worry jar/basket</p>
	<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 – importance of rules</li> <li>about what privacy and personal boundaries are, including online and offline and the right to say no and not feel pressured.</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> <li>the importance of kindness and feeling valued.</li> </ul>	<p>NSPCC pants rule NSPCC Speak out stay safe</p>

	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</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> <li>The importance of displaying our school rules of Ready, respectful and safe.</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p> <p>Recognition board of kindness.</p>
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Spring	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<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 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>	UNICEF resources
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<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, eg avatar in a game or someone pretending to be someone they are not</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>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-what-is-meant-by-trusting-someone-online-why-this-is-different-from-liking-someone-online-and-why-it-is-important-to-be-careful-about-who-to-trust-online-including-what-information-and-content-they-are-trusted-with/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-what-is-meant-by-trusting-someone-online-why-this-is-different-from-liking-someone-online-and-why-it-is-important-to-be-careful-about-who-to-trust-online-including-what-information-and-content-they-are-trusted-with/?from=years</a></p>

	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<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 misconceptions 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>• how to set goals that they would like to achieve this year.</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> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)</a></p> <p><a href="#">LOUD! Network - Job skills, influences and goals</a></p> <p><a href="#">Environment Agency – Flood alert</a></p>
<p>Summer</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• The importance of looking after our mental health</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> <li>• about the choices that people make in daily life that could affect their health</li> <li>• To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep).</li> <li>• about the importance of basic hygiene and routines e.g. sleep, brushing teeth, washing.</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing</a></p> <p><a href="#">1 decision Keeping/staying healthy; Feelings &amp; emotions (£)</a></p> <p>Mindfulness colouring</p> <p>Group games</p>

<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) (‘Shout out’s’ for each other, positive comments)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• 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</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Self-esteem; Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• Identify places that they feel safe and unsafe.</li> <li>• Where to go for support if they feel unsafe.</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>• about fire safety at home including the need for smoke alarms</li> </ul>	<p><a href="#">PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</a></p> <p><a href="#">1 decision Keeping/staying safe (£)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a></p> <p><a href="#">Environment Agency – Canal and river safety / Flood alert</a></p>

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn	<p><b>Families and friendships</b></p> <p>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 or offline, and the vocabulary associated with this.</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p>Social stones</p>
	<p><b>Safe relationships</b></p> <p>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, and how to respond to this. (Kindness activities)</li> <li>when anonymous on a game, the rules of respect are the same and not being kind can adversely impact on another person's well being</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 or pressure from peers.</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 and who to tell.</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> <li>How to recognise and respond to potential dangers in the community.</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">1 decision Computer safety (£)</a></p>

	<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>to recognise differences between people such as gender, race, faith</li> <li>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>about the importance of respecting the differences and similarities between people</li> <li>a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p>
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Spring	<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>to recognise that they belong to different communities as well as the school community</li> <li>the meaning and benefits of living in a 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 e.g. refugee's.</li> </ul>	<p><a href="#">PSHE association Inclusion, belonging and addressing extremism</a></p> <p><a href="#">RSPCA - Compassionate class KS2</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<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</li> </ul>	
	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<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>	<p><a href="#">Experian – Values, Money and Me (KS2)</a></p>



<p>Summer</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11</p>	<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 physical illness</li> <li>● that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>● the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</li> <li>● how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">1 decision Keeping/staying healthy (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p>
	<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 and use the correct terminology associated with this.</li> <li>● the physical and emotional changes during puberty</li> <li>● key facts about the menstrual cycle and menstrual wellbeing.</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 how to get information, help and advice about puberty</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE lessons</a></p> <p><a href="#">1 decision Growing and Changing (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<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 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>	<p><a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a></p>

## YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn	<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 (but not only) 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 and strategies we could use to overcome them.</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, and the emotive language to explain this.</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<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>• to know how to respond to the pressures online and offline (personal boundaries; grooming; doing something that makes them feel uncomfortable, whoever the request is from)</li> <li>• recognise that there may be dangers in the community and what to do to stay safe (different scenarios, including those in the home, in school, in the immediate and wider community)</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> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

		<ul style="list-style-type: none"> <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>• who to tell if they are concerned about unwanted physical contact</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• To understand the difference between equality and equity</li> <li>• 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</li> <li>• to recognise that in some parts of the world, people have been forced to leave their homes due to conflict and to be empathetic. E.g. refugees.</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia, and the impact this has.</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <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>	<p><a href="#">Premier League - Primary Stars Behaviour/relationships</a> <a href="#">Do the right thing; Developing values</a></p> <p><a href="#">Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</a></p>
Spring	<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 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 – litter picking, monitors.</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</a></p> <p><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></p> <p><a href="#">1 decision – Being responsible (£)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>

<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>• to know that technology should never be used to intimidate, belittle, cause upset to someone to others.</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> <li>• that what is posted online could be used and manipulated to cause harm and upset – and how we protect ourselves from this</li> <li>• to critically consider online friendships, including awareness of the risks associated with people they have never met</li> </ul>	<p><a href="#">Guardian foundation and National Literacy Trust - NewsWise</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-that-there-are-some-people-i-communicate-with-online-who-may-want-to-do-me-or-my-friends-harm-i-can-recognise-that-this-is-not-my-our-fault/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-that-there-are-some-people-i-communicate-with-online-who-may-want-to-do-me-or-my-friends-harm-i-can-recognise-that-this-is-not-my-our-fault/?from=years</a></p>
<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations; 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 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>	<p><a href="#">LOUD! Network - Job skills, influences and goals</a></p>

<p>Summer</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<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> <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>	<p><a href="#">PSHE Association – The Sleep factor</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 5-6)</a></p> <p><a href="#">Lifebuoy - ‘Soaper Heroes’ lesson plans</a></p>
	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<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 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> <li>• the physical and emotional changes during puberty and how our bodies change as we grow.</li> </ul>	<p><a href="#">PSHE Association Mental Health and wellbeing</a></p> <p><a href="#">Premier League Primary Stars – Selfesteem/ Resilience</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<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> <li>• The dangers surrounding knife crime - consequences and the law.</li> <li>• An awareness of what ‘county lines’ means.</li> </ul>	<p><a href="#">St John Ambulance: ‘First Aid Training in School’ lesson plans, KS2</a></p> <p><a href="#">Environment Agency – Canal and river safety / Flood alert</a></p> <p><a href="#">PSHE Association and GambleAware - Lesson 1 Exploring risk</a></p> <p><a href="#">PSHE Association - Keeping safe: FGM</a></p> <p>Ben Kinsella trust website – resources for teachers – gangs and knife crime.</p> <p>NSPCC county lines.</p>

<sup>1</sup> Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

## YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn	<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><a href="#">Medway Public Health Directorate Primary RSE</a></p>
	<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, online and offline</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong, including online</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 – and how to deal with pressures online and offline</li> </ul>	<p><a href="#">Thinkuknow Play Like Share</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p>Ben Kinsella trust website – resources for teachers.</p> <p>NSPCC county lines</p>

		<ul style="list-style-type: none"> <li>recognise that there may be dangers in the community and what to do to stay safe (different scenarios, including those in the home, in school, in the immediate and wider community)</li> <li>know what a gang is and identify risks involved with 'gang's.</li> <li>what county lines is, how people are targeted and who to speak to if they are concerned about anything.</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p>
<p>Spring</p>	<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 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> <li>How stereotypes can be unfair, negative or destructive.</li> <li>Empathise with others in the community and globally e.g. refugees, deprived countries, children experiencing poverty.</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">Changing Faces - A World of Difference</a></p>

<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 how to recognise what is appropriate to share online</li> <li>● how to report inappropriate online content or contact</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">BBFC - lessons Let’s watch a film! Making choices about what to watch</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>
<p><b>Money and Work</b></p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>● about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>● about value for money and how to judge if something is value for money</li> <li>● how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>● how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>● about common risks associated with money, including debt, fraud and gambling</li> <li>● how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>● how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><a href="#">PSHE Association and GambleAware – Exploring risk in relation to gambling</a></p> <p><a href="#">Experian – Values, Money and Me (KS2)</a></p>



Summer

## 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
- what to do and whom to tell if they are frightened or worried about something they have seen online

[PSHE Association Mental Health and wellbeing](#)

[Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing](#)

[Guardian foundation and National Literacy Trust - NewsWise](#)

[Winston's Wish – Loss and bereavement](#)

## Growing and changing

Human reproduction and birth; increasing independence; managing transitions

PoS Refs: H24, H33, H35, H36

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- Practical strategies that can help to manage times of change and transition e.g practising the 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
- About the responsibilities of being a parent or carer and how having a baby changes someone's life

[Medway Public Health Directorate](#)

[Primary RSE](#)

[City to Sea – Rethink Periods](#)

[Every Mind Matters KS2 - Transition to secondary school](#)

[FPA – Growing up with Yasmine and Tom \(£\)](#)

## 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 chose 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.

[1 decision – Computer safety \(£\)](#)

[BBFC - lessons Let's watch a film! Making choices about what to watch](#)

[Google and Parent zone Be Internet Legends](#)

[PSHE Association – Drug and Alcohol Education \(Year 5-6\)](#)

HYPERLINK "<https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans>" \h [City of London Police - Cyber Detectives](#)

<sup>2</sup> Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education