Hamworthy Primary Schools - PSHE & Relationships Medium Term Plan



Rationale:

At Hamworthy Primary Schools, we teach Relationships and Health Education (RHE) as a whole-school approach to underpin children's personal, social & emotional development. Research shows that where children have strong self-belief, positive self-esteem and enabling relationships they are best placed to be successful learners and have the fundamental building blocks to have healthy relationships with other children and adults. We aim to provide our children with a rich curriculum that will equip them to be more informed, confident and skilled so that they can take an active and responsible part in society and enhance their learning, motivation and achievement.

Relationships	Health & Well-being	Living in the Wider World
		

	Autumn: Relationships			`Spring: Living in the Wider World.			Summer: Health and Wellbeing		
	Families and friendships	**Respecting ourselves and others**	**Safe relationships**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe; seeking permission	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	Jigsaw Changing me Unique me Compare changes baby-6years naming body parts;	How rules and age Restrictions help us Keeping safe online The right to be kept safe.5 trusted adults
Year 2	Making friends; feeling lonely and getting help	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	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	Jigsaw Changing Me Life cyckes in nature Life cycles in humans Boys and girls bodies Different types of touch Looking ahead	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	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	Jigsaw Changing Me:How babies grow; internal and external body changes Family Stereotypes Transition	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Respecting differences and similarities; discussing difference sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online	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	Jigsaw Changing Me Unique me, having a baby, girls and puberty,Circles of change. Accepting change, Looking ahead.	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe	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	Jigsaw Changing Self and body image Puberity for girls/boys conception qualities	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Expressing opinions and respecting other points of view, including discussing topical issues	Recognising and managing pressure; consent in different situations	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 on-line	Jigsaw Changing me: my self image Puberity Human reproduction and birth; Boyfriends and girlfriends real self/ideal self The year ahead/transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Year 3:

Autumn

Relationships: Families, friendships and people who care for me

Sticky knowledge: I understand there are many different types of families/the positive aspects of being part of a family and what to do if family relationships are making me feeling unhappy

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- how to be a good friend the strategies needed for positive play with friends what can cause arguments between friends and how to positively resolve them how to recognise, and ask for help when I'm feeling lonely or unhappy and how to help someone else. **Vocabulary:** **Kindness, listening, honesty, inclusion, arguments, help**	I know about and respect that there are different types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive families. I know that being part of a family provides support, stability and love. I know about the positive aspects of being part of a family such as spending time together and caring for each other. I know about the different ways that people ca care for each other eg giving encouragement or support in times of difficulty. I can identify if/ when something in a family might make someone upset or worried. I know what to do and who to tell if family relationships are making me feel unhappy or unsafe.	**PSHE Association** https://pshe-association.org.uk **Username:** **s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Respect, stability, love, support, caring, unsafe, recognise**

Year 3:

Autumn

Relationships: Respectful Relationships

Sticky knowledge: I can recognise respectful behaviour and understand the importance of self-respect, courtesy and being polite

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- that friends may have similarities/ differences to me how to work/ play cooperatively in different groups and situations. how to share my ideas, listen to others, take part in discussions and give reasons for my views. **Vocabulary** **Kindness, listening, honesty, inclusion, arguments, help**	I can recognise respectful behaviours eg helping or including others, being responsible. I know how to model respectful behaviour in different situations eg at home, school, online I understand the importance of self- respect and my right to be treated respectfully by others. I know what it means to treat others and be treated politely. I know about the different ways that people show respect and courtesy in different cultures and in wider society.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Respect, behaviour, responsible, self-respect, polite, cultures, society**

Year 3:

Autumn

Relationships: Safe & Healthy Relationships

Sticky knowledge: I understand what privacy and personal boundaries are, the impact of hurtful behaviour and how to stay safe online

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – how to recognise hurtful behaviour including on line. what to do and who to tell if I see or experience hurtful behaviour, including on line. what bullying is and the different types of bullying. how someone might feel if they are being bullied. the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help. how to resist pressure to do something that feels uncomfortable or unsafe. how to ask for help if I'm worried and what vocab to use. **Vocabulary:** **On line, bullying, feelings, differences, secrets, uncomfortable, worried.**	I know what is appropriate to share with friends, family and wider social groups including on line. I know what privacy and personal boundaries are including online. I understand the basic strategies I need to help keep myself safe online eg passwords, using trusted sites, and adult supervision. I understand that bullying and hurtful behaviour is unacceptable in any situation. I know about the effects and consequences of bullying for the people involved. I know about bullying online & the similarities and differences to face to face bullying. I know what to do and who to tell if I see or experience bullying or hurtful behaviour.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Boundaries, respect, safe, behaviour, bullying, responsible.**

Year 3:

Spring

Living in the wider world: Belonging to a community

Sticky Knowledge: I understand the reason and importance for rules and laws in wider society and what might happen if rules and laws are broken. I know and can identify human rights including the rights of children and how they protect people.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- what it means to be part of a group and the role that I play in these groups eg class, teams, faith groups. about the responsibilities I have in school and the wider community. how a community can help people from different groups to feel included. the ways in which we are the same and different to others in our community and that we are all equal. **Vocabulary:** **groups, roles, teams, faiths (e.g Christian, Jehovah Witness, Jewish) responsibilities, community, equal**	I understand the reason for rules and laws in wider society. I understanding the importance of abiding by the law and what might happen if rules and laws are broken. I know what human rights are and how they protect people I can identify basic examples of human rights including the rights of children. I understand that with every right there is also a responsibility eg the right to an education and the responsibility to learn.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Laws, society, human rights, responsibilities, police.**

Year 3:

Spring

Living in the wider world: Media Literacy and Digital Resilience

Sicky Knowledge: I know how the internet can be used positively and that images and information online can be altered or adapted and the reasons for why this happens. I know how to recognise whether something I see online is true or accurate, can make safe and reliable choices from search results and can evaluate whether a game or website is suitable to play or appropriate for my age group. I know how to report something that I have seen or experienced online.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- the different ways in which people can access the internet eg phones, tablets, computers the purpose and value of the internet in everyday life. that some content on the internet is factual and some is for entertainment eg news, games, videos that information online might not always be true. **Vocabulary:** **Internet, purpose, value, content, recognise,**	I understand how the internet can be used positively for leisure, school or for work. I know that images and information online can be altered or adapted and the reasons for why this happens. I have developed strategies to recognise whether something I see online is true or accurate. I am able to evaluate whether a game is suitable to play or a website is appropriate for my age group. I can make safe, reliable choices from search results. I know how to report something that I have seen or experienced online that concerns me eg images, content, unkind or inappropriate communication.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**leisure, online, reliable, websites, choices,**

Year 3:

Spring

Living in the wider world: Money and work

Sticky Knowledge: I know that people have different jobs and skills and can challenge job stereotypes. I know some of the skills needed to do certain jobs, can recognise my own skills and how these might link to future jobs. I know how to set personal goals.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- what money is and its different forms eg coins, notes and ways of paying for things debit cards, electronic payments. how money can be kept and looked after and the different ways people spend money. that people are paid money for the job that they do. the difference between needs and wants. how people make choices about spending money, including thinking about needs and wants. **Vocabulary:** **Debit cards, credit card, electronic payments, (e.g, digital wallets, bank transfers) want, need choices, currency, jobs, banks, savings, money, spending**	I know about the jobs that people have from different sectors eg professionals, business, construction etc I know that people can have more than one job at once or over their lifetime. know about the common myths and gender stereotypes related to work I am able to challenge stereotypes through my knowledge or role models in different fields of work. I know about some of the skills needed to do a job such as teamwork and decision making. I can recognise my own interests, skills and achievements and how these might link to future jobs. I am able to set my own goals of what I would like to achieve this year eg learn a new skill	**PSHE Association** https://pshe-association.org.uk **Username:** **s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Choices, jobs, vocation, myths, stereotypes, teamwork, achievements, professional, profession**

Year 3:

Summer

Health and Wellbeing: Physical health and mental wellbeing

Sticky knowledge: I know the choices people make can affect their health. I know what affects feelings and that feelings can change over time

Prior knowledge	Components	Resources	Key vocabulary
I know and understand – about routines and habits that help maintain good physical and mental health. why sleep and rest are important for growing and keeping healthy. that medicines, including vaccinations and immunisations can help people stay healthy and manage allergies. the importance of routines for brushing my teeth, visiting the dentist. that food and drink can affect my dental health. how to describe and share a range of feelings. about the different ways I can feel good, calm down or change my mood eg playing outside, listening to music etc how to manage big feelings including those associated with change, loss. when and how to ask for help and how to help others with their feelings. **Vocabulary** **Human, bodies, medicines, change, healthy, routines, vaccinations/immunisations, dental, dentist, allergies**	I know that choices people make in daily life can affect their health. I understand about healthy and unhealthy choices eg in relation to food, exercise, sleep) I know what can help people to make healthy choices and what might negatively influence them. I know about habits and that sometimes they can be maintained, changed or stopped. I understand about the positive and negative effects of habits such as regular exercise or eating too much sugar and how this impacts on a healthy lifestyle. I know what is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health. I know about the things that affect feelings both positively and negatively. I can identify and talk about my feelings. I know about some of the different ways people express feelings eg words, actions, body language I know that feelings can change over time and become more or less powerful.	**PSHE Association** https://pshe-association.org.uk **Username:** **s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Choices, healthy, unhealthy, influence, habits, lifestyle**

Year 3:

Summer

Health and Wellbeing: Growing and changing

Sticky knowledge: I know how babies grow and what a baby needs to live and grow. I know boys' and girls' bodies need to change so that when they grow up their bodies can make babies.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – about the natural process of growing from young to old and understand that this not in my control. how my body has changed since I was a baby and where I am on the continuum from young to old. the main parts of the body including external genitalia eg penis, vagina, testicles, vulva and appreciate that some parts of my body are private. that things change as people grow up including new opportunities and responsibilities. there are different types of touch and can tell you which ones I like and don't like. how to prepare to move to a new class and I can set goals for the school new year and how to go about this. **Vocabulary** **Feelings, goals, changes, opportunities Penis, vagina, testicles, body parts**	I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. I know what I am looking forward to when I move to the next class.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Feelings, goals, changes, opportunities Penis, vagina, testicles, body parts**

Year 3:

Summer

Health and Wellbeing: Keeping safe

Sticky knowledge: I know how to identiy risks and hazards at home and in school, how to keep safe in in the local environment and unfamiliar places including road, rail, water and fire safety

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – how to recognise risk in everday situations eg road, water, rail safety, medicines. how to keep myself safe in familiar and unfamiliar environments such as in school, online and in the community. How to identify potential unsafe situations and know the steps that I can take to avoid or remove myself from these situations. how to keep myself safe at home in relation to electrical appliances, fire safety, medicines, household products. about things that people can put into their body or onto their skin (medicines or creams) and how these can affect how people feel. what to do if there is an accident and someone is hurt. about people whose job it is to keep us safe. how to get help in an emergency including how to dial 999 and what to say. **Vocabulary** **Medicines, safety, unsafe, danger, accident, emergency**	I can identify typical hazards at home and in school. I know how to predict, assess and manage risk in everyday situation eg crossing the road, running in the playground, kitchen I know about fire safety at home including the need for smoke alarms. I understand the importance of following safety rules from parents and other adults. I know how to keep myself safe in the local environment or unfamiliar places including road, rail, water and fire safety.	**PSHE Association** https://pshe-association.org.uk **Username: s.coulter@hamworthyprimaryschools.co.uk** **Password: Hamworthy1** **Jigsaw** Teams: Teaching and Learning- PSHE folder- Jigsaw folder Discovery Education Teams-Staff-Teaching and Learning-PSHE-Discovery Education Twinkl Stormbreak Young Citizens https://www.youngcitizens.org Username: s.slowey@hamworthyprimaryschools.co.uk Password: sammy123 www.primaryworks.co.uk **Thrive:** **https://thrive.bracknell-forest.gov.uk/home/primary-pshe**	**Hazards, risks, safety, rules, environment**