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 4:

Autumn

Relationships: Families, friendships and people who care for me

Sticky knowledge: I understand what makes a positive friendship and how to seek support with relationships, including online

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – that there are different types of families and that being part of a family provides support, stability and love. the positive aspects of being part of a family and the different ways that people ca care for each other. when something in a family might make someone upset or worried and what to do/who to tell if family relationships are making me feel unhappy or unsafe. **Vocabulary** **Respect, stability, love, support, caring, unsafe, recognise**	I know about the features of positive, healthy friendships such as mutual respect, trust and sharing interests. I know what strategies I can use to build positive friendships. I know how to seek support with relationships if I feel lonely or excluded. I know how to communicate respectfully with friends when using digital devices. I understand that knowing someone online differs from knowing someone face to face. I understand the risks in communicating with someone I don't know I know what to do/ who to tell if I am worried about any contact on line.	**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**	**Friendships, positive, digital devices, communicating, contact, online, healthy**

Year 4:

Autumn

Relationships: Respectful Relationships

Sticky knowledge: I can recognise and respect differences and similarities and discuss difference sensitively

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - What respectful behaviours look like how to model respectful behaviour in different situations the importance of self- respect and my right to be treated respectfully and politely by others. the different ways that people show respect and courtesy in different cultures and in wider society. **Vocabulary** **Respect, behaviour, responsible, self-respect, polite, cultures, society**	I recognise the differences between people such as gender, race, faith. I know what I have in common with others eg shared values, likes and dislikes, aspirations etc I know about the importance of respecting the differences and similarities between people. I know what words to use to sensitively discuss difference and include everyone.	**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**	**Recognise gender, race, faith, values, respect, differences, include**

Year 4:

Autumn

Relationships: Safe & Healthy Relationships

Sticky knowledge: I understand the differences between teasing, hurtful behaviour and bullying online, can recognise risks and know how to respond to bullying/risks online. I understand the difference between 'playful dares' and dares which put someone under pressure and how to manage pressures associated with dares. I understand confidentiality.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – what is appropriate to share with friends, family and wider social groups including on line. what privacy and personal boundaries are including online. the basic strategies I need to help keep myself safe online that bullying and hurtful behaviour is unacceptable in any situation. the effects and consequences of bullying for the people involved. about bullying online & the similarities and differences to face to face bullying and what to do if I see or experience bullying or hurtful behaviour. **Vocabulary** **Boundaries, respect, safe, behaviour, bullying, responsible**	I understand the differences between teasing, hurtful behaviour and bullying on line. I know what to do if I witness or experience hurtful behaviour or bullying, including on line. I understand the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. I know how to manage pressures associated with dares. I know when it is right to keep or break a confidence or share a secret. I know how to recognise risks online such as harmful content or contact. I understand that people may behave differently online including pretending to be someone they're not. I know how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online.	**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**	**Vocabulary Differentiate, experience, bullying, dares, pressures, harmful, pretending**

Year 4:

Spring

Living in the wider world: Belonging to a community

Sticky knowledge: I understand what makes a community, how to show compassion to others in need and understand shared responsibilities of caring for them

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - the reason for rules and laws in wider society. the importance of abiding by the law and what might happen if rules and laws are broken. what human rights are, how they protect people, including the rights of children and that with every right there is also a responsibility **Vocabulary** **Laws, society, human rights, responsibilities, police.**	I understand the meaning and benefits of living in a community. I understand that I belong to different communities as well as the school community. I know about the different groups that make up and contribute to a community. I know that there are individuals and groups that help the local community including volunteers. I am able to show compassion towards others in need and understand the shared responsibilities of caring for them.	**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**	**Community, belonging, differences (e.g. race, gender, religion, culture, traveller, disability, volunteering, compassion, responsibilities)**

Year 4:

Spring

Living in the wider world: Media Literacy and Digital Resilience

Sticky Knowledge: I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things, what online adverts look like and that these can influence people to buy something.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - how the internet can be used positively for leisure, school or for work. that images and information online can be altered or adapted and the reasons for why this happens. strategies to recognise whether something I see online is true or accurate. whether a game is suitable to play or a website is appropriate for my age group. how to make safe, reliable choices from search results. how to report something that I have seen or experienced online that concerns me eg images, content, unkind or inappropriate communication. **Vocabulary** **Leisure, online, reliable, websites, choices,**	I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things. I know what online adverts look like. I am able to compare content shared for factual purposes and for advertising. I understand why people might choose to buy or not buy something online eg from seeing an advert I know that search engines are ordered based on the popularity of the website and that this can affect what information people access.	**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**	**Digital footprint, organisations, online,**

Year 4:

Spring

Living in the wider world: Money and work

Sticky Knowledge: I know that people make different decisions about spending and saving money, how to budget, how to pay for things and how to keep money safe

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - about the jobs that people have from different sectors eg professionals, business, construction etc that people can have more than one job at once or over their lifetime. about the common myths and gender stereotypes related to work how to challenge stereotypes through my knowledge or role models in different fields of work. how some of the skills needed to do a job such as teamwork and decision making. How to recognise my own interests, skills and achievements and how these might link to future jobs. how to set my own goals of what I would like to achieve this year eg learn a new skill **Vocabulary,** **Choices, jobs, vocation, myths, stereotypes, teamwork, achievements, professional, profession**	I understand that people make different spending decisions based on their budget, values and needs. I know how to keep track of money and why it is important to know how much is being spent. I know about the different ways to pay for things such as cash, cards, e payment and the reasons for using them.	**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**	**Budgets, value, payment, charities**

Year 4:

Summer

Health and Wellbeing: Physical health and mental wellbeing

Sticky knowledge: I know ways I can maintain a balanced lifestyle and the importance of oral hygiene and dental care

Prior knowledge	Components	Resources	Key vocabulary
I know and understand – that choices people make in daily life can affect their health. about healthy and unhealthy choices eg in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them. about habits and that sometimes they can be maintained, changed or stopped. 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. what is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. that regular exercise such as walking or cycling has positive benefits for my mental and physical health. about the things that affect feelings both positively and negatively. how to identify and talk about my feelings. about some of the different ways people express feelings eg words, actions, body language that feelings can change over time and become more or less powerful. **Vocabulary** **Choices, healthy, unhealthy, influence, habits, lifestyle,**	I can identify a wide range of factors that maintain a balanced physically healthy lifestyle. I know what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with the right care eg visiting the doctor when necessary. I know how to maintain oral hygiene and dental health including how to brush and floss correctly I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.	**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**	**Balance, healthy, recognise, illness, dental health, hygiene**

Year 4:

Summer

Health and Wellbeing: Growing and changing

Sticky knowledge: I know that both physical and emotional changes occur in puberty. I know about the menstrual cycle and the importance of personal hygiene routines. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – 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 how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. how boys' and girls' bodies change on the outside during this growing up process. 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. stereotypical ideas I might have about parenting and family roles. what I am looking forward to when I move to the next class. **Vocabulary** **Uterus, conception, stereotypical, stereotypes.**	I know about the physical and emotional changes that occur during puberty. I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having babies) is a natural part of this I know a variety of different strategies I can use to manage the changes during puberty and menstruation. I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I move to a new 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**	**Emotion, puberty, menstruation, hygiene, genitalia, reproductive organs**

Year 4:

Summer

Health and Wellbeing: Keeping safe

Sticky knowledge: I understand the importance of taking medicines and using household products safely. I know about drugs common to everyday life, the risks and how to ask for help if I am worried.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – typical hazards at home and in school. how to predict, assess and manage risk in everyday situation eg crossing the road, running in the playground, kitchen about fire safety at home including the need for smoke alarms. the importance of following safety rules from parents and other adults. how to keep myself safe in the local environment or unfamiliar places including road, rail, water and fire safety. **Vocabulary** **Hazards, risks, safety, rules, environment**	I understand the importance of taking medicines correctly and using household products safely. I can recognise what is meant by a 'drug' I know that drugs common to everyday life eg cigarettes, vaping, alcohol and medicines can affect health and well-being. I know how to ask for help or advice if I am worried. I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. I can identify some of the risks associated with drugs common to everyday life I know that for some people drugs can become a habit which is difficult to break.	**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**	**Medicines, drug, cigarettes, vaping**