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 5:

Autumn

Relationships: Families, friendships and people who care for me.

Sticky knowledge: I underdtand how to manage friendships including how to make people feel included and how to positively resolve disputes; I understand about peer influence and how it can make people feel or behave

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – the features of positive, healthy friendships what strategies I can use to build positive friendships. how to seek support with relationships if I feel lonely or excluded. how to communicate respectfully with friends when using digital devices. that knowing someone online differs from knowing someone face to face. the risks in communicating with someone I don't know and what to do/ who to tell if I am worried about any contact on line. **Vocabulary** **Friendships, positive, digital devices, communicating, contact, online, healthy**	I know what makes a healthy friendship and how to make people feel included. I know what strategies to use in order to help someone feel included. I understand about peer influence and how it can make people feel or behave. I understand the impact of the need for peer approval in different situations including on line. I know what strategies I can use to manage peer influence and the need for peer approval eg exit strategies, assertive communication. I understand that it is common for friendships to experience challenges. I know what strategies to use to positively resolve disputes and reconcile differences in friendships. I understand that friendships can change over time and know the benefits of having new and different types of friends I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I know when and how to ask for support in relation to friendships.	**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**	**Healthy friendships, relationships, influence, communication, support, peer**

Year 5:

Autumn

Relationships: Respectful Relationships.

Sticky knowledge: I understand how to respond respectfully to a wide range of people and can recognise prejudice and discrimination and how to respond to this

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – what I have in common with others the importance of respecting the differences and similarities between people. what words to use to sensitively discuss difference and include everyone. **Vocabulary** **Recognise gender, race, faith, values, respect, differences, include**	I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. I understand what discrimination means and the different types of discrimination eg racism, sexism, homophobia. I can identify online bullying and discrimination of groups or individuals eg trolling and harassment. I understand the impact of discrimination on individuals, groups and the wider society. I know the different ways that I can safely challenge discrimination. I know how to report discrimination 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**	**Treated equally, discrimination, report, bullying**

Year 5:

Autumn

Relationships: Safe & Healthy Relationships.

Sticky knowledge: I understand what physical contactis acceptable and how to respond to unanted physical contact. I understand that nobody should ask me to keep a secret that makes me feel uncomfortable

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – the differences between teasing, hurtful behaviour and bullying on line. what to do if I witness or experience hurtful behaviour or bullying, including on line. the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage these pressures when it is right to keep or break a confidence or share a secret. how to recognise risks online that people may behave differently online including pretending to be someone they're not. how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online. **Vocabulary** **Differentiate, experience, bullying, dares, pressures, harmful, pretending**	I know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I know how to ask for, give and not give permission for physical contact. I understand how it feels in a person's mind and body when they are uncomfortable. I understand that it is never someone's fault if they have experienced unacceptable contact. I know how to respond to unwanted or unacceptable physical contact. I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried about. I know who to tell if I am worried about unwanted physical contact. I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine.	**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**	**Permission, uncomfortable, contact, unacceptable, secret,**

Year 5:

Spring

Living in the wider world: Belonging to a community

Sticky Knowledge: I know it is important to protect the environment and how everyday actions can either support or damage it. I can show compassion for the enviroment, animals and other living things

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - the meaning and benefits of living in a community. that I belong to different communities as well as the school community. about the different groups that make up and contribute to a community. that there are individuals and groups that help the local community including volunteers. how to show compassion towards others in need and understand the shared responsibilities of caring for them. **Vocabulary** **Community, belonging, differences (e.g. race, gender, religion, culture, traveller, disability, volunteering, compassion, responsibilities)**	I understand how resources are allocated and the effect this has on individuals, communities and the environment. I understand the importance of protecting the environment and how everyday actions can either support or damage it. I am able to show compassion for the environment, animals and other living things. I know about the way that money is spent and how it affects the environment. I am able to express my own opinions about my responsibility towards the environment.	**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 Resources, protecting, environment, actions, compassion, responsibility**

Year 5:

Spring

Living in the wider world: Media Literacy and Digital Resilience.

Sticky Knowledge: I know how information online is targeted and have developed strategies to asses whether content online is based on fact, opinion or is biased. I know there are different media types, their role and impact

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - that everything shared online has a digital footprint. that organisations can use personal information to encourage people to buy things. what online adverts look like. how to compare content shared for factual purposes and for advertising. why people might choose to buy or not buy something online eg from seeing an advert that search engines are ordered based on the popularity of the website and that this can affect what information people access. **Vocabulary** **Digital footprint, organisations, online,**	I can identify different types of media and discuss their purposes eg to entertain, inform, persuade or advertise. I have developed strategies to assess whether content online (eg research, news, reviews, blogs) is based on fact, opinion or is biased. I know that some media and online content promotes stereotypes. I know how to assess which search results are more reliable than others. I can recognise unsafe or suspicious content online. I understand how devices store and share information.	**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**	**Identity, purpose, fact, opinion, stereotypes. Reliable information,**

Year 5:

Spring

Living in the wider world: Money and work

Sticky Knowledge: I know and can Identify my own job interests and aspirations and can understand what influences career choices.I know the impact workplace stereotyping can have and how to challenge this.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - that people make different spending decisions based on their budget, values and needs. how to keep track of money and why it is important to know how much is being spent. about the different ways to pay for things such as cash, cards, e payment and the reasons for using them. **Vocabulary** **Budgets, value, payment, charities**	I can identify jobs that I might like to do in the future. I understand the role ambition can play in achieving a future career. I understand how or why someone might choose a certain career. I understand what might influence people's decisions about a job/ career, including pay, working conditions, personal interests, strengths and qualities, family, values I understand the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, it's impact and how to challenge it. I know that there are a variety of routes into work eg college, apprenticeships, university, training	**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**	**Ambition, career, stereotypes, future, diversity, inclusion, apprenticeships, university, training**

Year 5:

Summer

Health and Wellbeing: Physical health and mental wellbeing.

Sticky knowledge: I understand the importance of healthy sleep habits. I know the benefits of the sun for physical and mental health and how to keep safe in the sun. I understand how medicines, vaccinations and immunisations can contribute to health. I understand we have a shared responsibility to look after the environment.

Prior knowledge	Components	Resources	Key vocabulary
I know and understand – there are a wide range of factors that maintain a balanced physically healthy lifestyle. what good physical health means and how to recognise early signs of physical illness. that common illnesses can be quickly and easily treated with the right care eg visiting the doctor when necessary. how to maintain oral hygiene and dental health including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. **Vocabulary** **Balance, healthy, recognise, illness, dental health, hygiene,**	I understand how sleep contributes to a healthy lifestyle. I know about different sleep strategies and how to maintain them. I understand about the benefits of being outdoors and in the sun for physical and mental health. I know how to manage risk in relation to sun exposure, including skin damage and heat stroke. I know how medicines can contribute to health and how allergies can be managed. I understand that diseases can be prevented by vaccinations and immunisations. I know that bacteria and viruses can affect health. I know how I can prevent the spread of bacteria and viruses with everyday hygiene routines. I understand that we all have a shared responsibility for keeping a clean environment. **Vocabulary** **Lifestyle, healthy, sun safety,** **Illness, cleanliness, virus, allergies.**	**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**	**Lifestyle, healthy, sun safety, illness, cleanliness, virus, allergies**

Year 5:

Summer

Health and Wellbeing: Growing and changing

Sticky knowledge: I understand what contributes to personal identity and recognise and respect people's individuality and qualities. I know different ways I can improve my mental wellbeing

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – the physical and emotional changes that occur during puberty. 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 a variety of different strategies I can use to manage the changes during puberty and menstruation. the importance of personal hygiene routines during puberty including washing regularly and using deodorant. 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 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 understand about personal identity and what contributes to it including race, sex, gender, family, faith, culture, hobbies, likes/dislikes I know that for some people their gender identity does not correspond with their biological sex. I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my 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	**Personal identity, gender, recognise, respect, express, wellbeing, puberty, sexual intercourse, consent**

I can identify what I am looking forward to when I move to a new class **Vocabulary:** **Emotion, puberty, menstruation, hygiene, genitalia, reproductive organs**			

Year 5:

Summer

Health and Wellbeing: Keeping safe

Sticky knowledge: I know how to keep safe in different situations, including responding in emergencies, first aid and FGM

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – the importance of taking medicines correctly and using household products safely. what is meant by a 'drug' that drugs common to everyday life eg cigarettes, vaping, alcohol and medicines can affect health and well-being. how to ask for help or advice if I am worried. some of the effects related to different drugs and that all drugs, including medicines, may have side effects. some of the risks associated with drugs common to everyday life that for some people drugs can become a habit which is difficult to break. **Vocabulary** **Medicines, drug, cigarettes, vaping**	I can identify when situations are becoming risky, unsafe or an emergency. I can identify occasions where I can take responsibility for my own safety. I can differentiate between positive risk taking (eg trying a challenging new sport) and dangerous behaviour. I know how to deal with common injuries using basic first aid techniques I know how to respond in an emergency, including when and how to contact different emergency services.	**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**	**Unsafe, emergency, risk, injuries, FGM.**