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 istargeted; 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 6:

Autumn

Relationships: Families, friendships and people who care for me

Sticky knowledge: I understand what it means to be attracted to someone and that there are different kinds of loving, healthy relationships and that people have the right to choose whom they marry and whether to get married

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – what makes a healthy friendship and how to make people feel included. I about peer influence and how it can make people feel or behave. the impact of the need for peer approval in different situations including online and what strategies I can use to manage peer influence and the need for peer approval that it is common for friendships to experience challenges and what strategies to use to positively resolve disputes and reconcile differences in friendships. that friendships can change over time and know the benefits of having new and different types of friends if a friendship is making me feel unsafe, worried or uncomfortable and when and how to ask for support in relation to friendships. **Vocabulary** **Healthy friendships, relationships, influence, communication, support, peer**	I know what it means to be attracted to someone and I understand that there are different kinds of loving relationships. I understand that people who love each other can be of any gender, ethnicity or faith. I know the difference between gender identity and sexual orientation and everyone's right to be loved. I know about the qualities of healthy relationships that help individuals flourish. I understand that there are different ways that couples show their love & commitment to one another including those who are not married or live apart. I understand what marriage and civil partnership mean eg a legal declaration of commitment made by two adults. I understand that people have the right to choose whom they marry or whether to get married. I know that to force anyone into marriage is illegal. I know how and when to report forced marriage or how to ask for help if I am worried.	**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**	**Relationship, attraction, healthy, commitment, love, marriage**

Year 6:

Autumn

Relationships: Respectful Relationships.

Sticky knowledge: I understand how to express opinions and respect other points of view and can discuss issues respectfully including online

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand- that everyone should be treated equally. why it is important to listen and respond respectfully to a wide range of people what discrimination means and the different types of discrimination how to identify online bullying and discrimination of groups or individuals the impact of discrimination on individuals, groups and the wider society and the different ways that I can safely challenge discrimination including how to report online **Vocabulary** **Treated equally, discrimination, report, bullying**	I understand the link between values and behaviour and how to be a positive role model. I can discuss issues respectfully. I know how to listen to and respect other people's point of view. I know how to constructively challenge points of view that I disagree with. I know how to participate effectively in discussions online and manage conflict or disagreements.	**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**	**Values, respect, disagreement, conflict, views**

Year 6:

Autumn

Relationships: Safe & Healthy Relationships

Sticky knowledge: I understand how to recognise and manage pressure and what consent means in different situations

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. how to ask for, give and not give permission for physical contact. how it feels in a person's mind and body when they are uncomfortable. that it is never someone's fault if they have experienced unacceptable contact. how to respond to unwanted or unacceptable physical contact. 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. who to tell if I am worried about unwanted physical contact. that everyone should be treated equally. why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. **Vocabulary** **Permission, uncomfortable, contact, unacceptable, secret,**	I can compare the features of a healthy and unhealthy friendship. I understand about shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know what strategies to use to respond to pressure from friends including online. I know how to assess the risk of different online 'challenges' and 'dares' I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable. I know how to get advice and report concerns about personal safety, including online. I understand what consent means and how to ask for/ give/ not give permission in different situations.	**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**	**Pressure, dares, unsafe, guidance**

Year 6:

Spring

Living in the wider world: Belonging to a community.

Sticky Knowledge: I know what prejudice means, the difference between prejudice and discrimination and how to recognise and challenge acts of discrimination. I know how to recognise and challenge stereotypes.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - how resources are allocated and the effect this has on individuals, communities and the environment. the importance of protecting the environment and how everyday actions can either support or damage it. 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. how to express my own opinions about my responsibility towards the environment. **Key Vocabulary** **Resources, protecting, environment, actions, compassion, responsibility**	I know what prejudice means. I understand the difference between prejudice and discrimination. I know how to recognise acts of discrimination. I have developed strategies to safely respond to and challenge discrimination. I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. I know how stereotypes are perpetuated and how to challenge this	**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**	**Prejudice, discrimination, challenge, stereotypes (e.g build gender, age, race, culture) influence, attitudes**

Year 6:

Spring

Living in the wider world: Media Literacy and Digital Resilience

Sticky Knowledge: I know how to evaluate media sources to determine if they are age appropriate and know how to recognise when, how and why images might have been altered. I know about the benefits of safe internet use and how to report inappropriate online content.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - how to identify different types of media and discuss their purposes eg to entertain, inform, persuade or advertise. How to use strategies to assess whether content online (eg research, news, reviews, blogs) is based on fact, opinion or is biased. that some media and online content promotes stereotypes. how to assess which search results are more reliable than others. How to recognise unsafe or suspicious content online. how devices store and share information. **Vocabulary** **Identity, purpose, fact, opinion, stereotypes. Reliable information,**	I know about the benefits of safe internet use eg learning, connecting, communicating I know how and why images online might be manipulated, altered or faked. I know how to recognise when images might have been altered. I know why people choose to communicate through social media and some of the risks and challenges of doing so. I know that social media sites have age restrictions and regulations for use. I know the reasons why some media and online content is not appropriate for children I know how online content can be designed to manipulate people's emotions and encourage them to read or share things. I understand that there are rules and laws to this I know how to recognise what is appropriate to share online. I know how to report inappropriate online content.	**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**	**Contacting, communicating, safety, social media, sharing, age restrictions, connecting**

Year 6:

Spring

Living in the wider world: Money and work

Sticky Knowledge: I know there are different influences and attitudes to money. I know that having/not having money can impact on a person's emotions, health and wellbeing. I know about the common risks associated with money, that this puts people at financial risk and how to get help if I am concerned about gambling or other financial risks.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - jobs that I might like to do in the future. the role ambition can play in achieving a future career. how or why someone might choose a certain career. what might influence people's decisions about a job/ career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities. about stereotyping in the workplace, it's impact and how to challenge it. that there are a variety of routes into work eg college, apprenticeships, university, training **Vocabulary** **Ambition, career, stereotypes, future, diversity, inclusion, apprenticeships, university, training**	I understand the role that money plays in people's lives. I understand that people have different attitudes to money and what influences decisions about money. I understand what 'value for money' means and I can judge if something is value for money. I know how companies encourage customers to buy things and why it is important to be a critical consumer. I understand how having/not having money can impact on a person's emotions, health and wellbeing. I know about the common risks associated with money including debt, fraud and gambling. I know how money can be gained or lost eg stolen, scams, gambling etc and I know how this puts people at financial risk. I know how to get help if I am concerned about gambling or other financial risks.	**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**	**Finances, risk, gambling, consumer, critical consumer, fraud, scam**

Year 6:

Summer

Health and Wellbeing: Physical health and mental wellbeing

Sticky knowledge: I know that physical and mental health are of equal importance, what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

Prior knowledge	Components	Resources	Key vocabulary
I know and understand - how sleep contributes to a healthy lifestyle. about different sleep strategies and how to maintain them. the benefits of being outdoors and in the sun for physical and mental health. how to manage risk in relation to sun exposure, including skin damage and heat stroke. how medicines can contribute to health and how allergies can be managed. that diseases can be prevented by vaccinations and immunisations. that bacteria and viruses can affect health. how I can prevent the spread of bacteria and viruses with everyday hygiene routines. that we all have a shared responsibility for keeping a clean environment. **Vocabulary**	I understand that mental health is just as important as physical health and that they both need looking after. I understand that anyone can be affected by mental ill health and that difficulties can be resolved with help and support. I understand that negative experiences such as being bullied or feeling lonely can affect mental wellbeing. I know a range of positive strategies for managing my feelings. I know that there are situations when someone may experience mixed or conflicting feelings. I understand that sometimes feelings can be helpful, whilst also recognising that they sometimes need to be overcome. I understand that there is help and support available if someone experiences feelings that are not so good. I can identify where myself or others can ask for help and support with mental wellbeing both in and outside school. I understand the importance of asking for support from a trusted adult I know about the changes that may occur in life including death and how loss, grief or other aspects of change can cause conflicting feelings. I understand about the process of grieving and how grief can be expressed.	**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**	**Independence, changes, grief, mental wellbeing**

Lifestyle, healthy, sun safety, Illness, cleanliness, virus, allergies.	I know that there are different strategies that can help someone cope with the feelings associated with change or loss. I know how to ask for help and support with loss, grief or other aspects of change. I know how balancing time online with other activities helps to maintain my health and wellbeing. I understand the importance of fostering positive online habits eg switching my phone off at night I know what to do and whom to tell if I am frightened or worried about something I have seen online.		

Year 6:

Summer

Health and Wellbeing: Growing and changing

Sticky knowledge: I know how I can manage changes including transition to secondary school. I know what sexual intercourse is and how it can be part of a loving relationship. I know how pregnancy occurs and that pregnancy can be prevented with contraception. I know the responsibilities of being a parent.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand - about the life cycles of animals and humans and how people grow from young to old. some things about me that have changed and some things have stayed the same. that changes happen as we grow and that changes are ok. how my body has changed since I was a baby. the parts of the body that make boys different to girls and can use the correct names for these: (penis, testicles, vagina) feelings in myself and others. that every time I learn something new I change a little bit. about changes that have happened in my life. what I am looking forward to when I move to my next class. **Vocabulary** **Vagina, penis, change, life cycle, differences**	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I can identify links between love, committed relationships and conception. I know what sexual intercourse is and how it can be part of an intimate relationship with consenting adults. I understand how pregnancy occurs and that pregnancy can be prevented with contraception. I understand about the responsibilities of being a parent or carer and how having a baby changes someone's life. I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to and what worries me about the transition to secondary school	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	**Puberty, attracted, self-esteem, changes, grief, bereavement, conception, pregnancy, committed, consenting, sexual intercourse**

	I understand that relationships may change as I grow up or move to secondary school I know how to ask for help and support with loss, grief or other aspects of change		

Year 6:

Summer

Health and Wellbeing: Keeping safe

Sticky knowledge: I know the importance of keeping personal information safe and how to do this. I know about online age restrictions and why these are important. I know the reasons why people choose to use/not use drugs (including mixed messages on media), the effects, risks and laws. I also know how people can seek support for drug use.

Prior Knowledge	Components	Resources	Key vocabulary
I know and understand – when situations are becoming risky, unsafe or an emergency. occasions where I can take responsibility for my own safety. the difference between positive risk taking (eg trying a challenging new sport) and dangerous behaviour. how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services. **Vocabulary** **Unsafe, emergency, risk, injuries**	I know how to protect personal information online I can identify the potential risks of personal information being misused. I know strategies I can use for dealing with requests for personal information or images of myself. I can identify types of images that are appropriate to share with others and those which might not be appropriate. I understand that images or texts can be quickly shared with others, even when they are only sent to one person and I understand what the impact of this might be. I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others. I know how to report the misuse of personal information or sharing of upsetting content/ images online. I know about the different age rating systems for social media I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play. I know about the risks and effects of different drugs. I know about the laws relating to drugs that are common to everyday life and illegal drugs.	**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**	**online, images, text, inappropriate, share, restrictions, laws, drugs, organisations, media**

	I recognise why people choose to use/not use drugs including nicotine, alcohol and medicines as well as illegal drugs. I know about the organisations where people can get help and support concerning drug use. I know how to ask for help if I have concerns regarding drug use. I understand about the mixed messages in the media relating to drug use and how this might influence opinions and decisions.		