



## Progression Document - PSHE & RSE (SPHERE)



### West Rise Curriculum

**At West Rise, we grow well-rounded emotionally literate individuals.**

*Children will know and recognise how to stay healthy; physically and mentally, recognise healthy relationships, take risks but make healthy choices and ask for help. Are able to have philosophical discussions and be critical thinkers and have high aspirations. Understand their Rights and Responsibilities, how their bodies change and look after themselves. Children will develop knowledge, skills and attributes they need to manage their lives; now in the future. PSHE & RSE should support children in all aspects of the curriculum and help achieve their academic potential.*

*We are a UNICEF Rights Respecting School and children where the articles are entwined into our daily lives and lessons.*

**THE FUTURE IS A VERB AND PSHE IS WHERE WE DO IT!**

#### West Rise Aims and Purpose

Intent	Aims	Character Traits
<p>The PSHE programme is to equip children with a sound understanding of risk and knowledge and skills necessary to make safe and informed choices in their health, economic and personal education. It supports all areas of the curriculum including play and lunchtime and develops confidence and self-esteem.</p> <p>It offers the opportunity for children to experience learning about life skills. The RSE programme informs the compulsory part of PSHE including drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.</p>	<ul style="list-style-type: none"> <li>• Child voice</li> <li>• Recognise families and friends that are respectful</li> <li>• Recognise people who care for me</li> <li>• Stay healthy, physically and mentally</li> <li>• Discerning consumer</li> <li>• Being safe online, on the roads in the water, in the sun</li> <li>• Recognise changes in their own and other's bodies</li> </ul>	<p>In all areas of the PSHE &amp; RSE curriculum the six character traits are used and referred to.</p> <ul style="list-style-type: none"> <li>• <b>Respect</b> - children have to respect their own and others opinions</li> <li>• <b>Gratitude</b> - children talk about and refer to when they are grateful or recognise when others give thanks</li> <li>• <b>Perseverance / resilience</b> - children talk about or refer to examples of perseverance and resilience</li> <li>• <b>Kindness</b>-children show kindness and recognise others that have shown it.</li> <li>• <b>Love of learning</b> - children talk about and refer to when they have a love of learning</li> <li>• <b>Teamwork</b> - children have to work in teams / group</li> </ul>

### National Curriculum

#### National Curriculum Aims and Purpose

Purpose of Study	Aims	Attainment Targets
<p>PSHE is an important and necessary part of all children's education with three core themes:</p> <p>Theme 1: Health and Wellbeing (H) Theme 2: Relationships (R)</p>	<p>The national curriculum for PSHE &amp; RSE aims to ensure that all pupils:</p> <p>Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect,</p>	<p>By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>

<p>Theme 3 :Living in the Wider World (L)</p> <p>There are statutory and non -statutory requirements, and PSHE &amp; RSE covers children's personal development, economic well-being, effective relationships, personal responsibility including online, emotional and physical changes at puberty and enables children to make an active contribution in their community within a spiral curriculum where prior learning is revisited and reinforced and extended year on year in an unbiased and balanced way.</p>	<p>the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p> <p>Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>A sex education programme tailored to the age and the physical and emotional maturity of the pupils.</p> <p><b>NB. It is important to note that many aspects of PSHE is covered in the day to day activities of school life and community for example; whole school class and year groups assemblies, free times, play times and lunch times visiting the library, school trips school productions, extra school activities as well as Room 13 and Forest School as well as being a UNICEF Rights Respecting School (Currently Bronze Award) and daily and termly and yearly transitions. Children have philosophical discussions in lessons and one lesson a term, (in a 6 week term), is dedicated to philosophy. Some children also have ELSA and wellbeing support and there is a School Council; two members in each year group.</b></p>	
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**Progression - Knowledge and Skills**

**Subject Content, Knowledge and Skills**

**KS2 Health and Well Being**

Physical Wellbeing	
H1 how to make informed decisions about health	
H2 about the elements of a balanced healthy lifestyle	

H3 about choices that support a healthy lifestyle and recognise what might influence these	
H4 how to recognise that habits can have both positive and negative effects on a healthy lifestyle	
H5 about what good physical health means; how to recognise early signs of physical illness	
H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to a healthy and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay	
H7 how regular (daily / weekly) exercise benefits mental and physical health e.g. walking, cycling to school, daily active engagement, recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	
H8 about how sleep contributes to a healthy lifestyle; routines that support good quality sleep, the effects of lack of sleep on the body, on feelings and behaviour and the ability to learn	
H9 that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	
H10 how medicines, when used responsibly, contribute to health, that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	
H11 how to maintain good oral hygiene (including correct brushing and flossing) why regular visits to the dentist are essential, the impact of lifestyle choices on dental care (sugar consumption / acidic and sugar drinks ) and the effects of smoking	
H12 about the benefits of sun exposure and risks of over exposure, how to keep safe from sun damage and sun / heat stroke and reduce the risk of skin cancer	
H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	
H14 how hand when to seek support including which adults to speak to in and outside school, if they are worried about their health	
<b>Mental Health</b>	
H15 that mental health, just like physical healthy, is part of daily life, the importance of taking care of mental health	
H 16 about strategies and behaviours that support mental health, including how good quality sleep, physical exercise, time outdoors, being involved in community groups, clubs and activities and spending time with friends and family and doing things for others can support mental health and wellbeing	
H17 to recognise that feelings can change over time and range in intensity	
H18 about everyday things that affect feelings and the importance of expressing feelings	

H19 a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	
H20 strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations	
H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	ELSA & Mrs Lumby All members of staff trusted friends and adults
H22 to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult	As above
H23 about change and loss, including death, and how these can affect feelings, ways of expressing and managing grief and bereavement	As above
H24 problem solving strategies for dealing with emotions, challenges and change including the transition to new schools	Year 6 Term 5 & 6 transition
<b>Ourselves, Growing and Changing</b>	
H25 about personal identify, what contributes to who we are (ethnicity, family gender, faith, culture, hobbies, like and dislikes)	
H26 that for some people gender identify does not correspond with their biological sex	
H27 to recognise their individual and personal qualities	
H28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	
H29 about how to manage setbacks/perceived failures, including how to re-frame unhelpful thoughts	
H30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	
H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	
H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	
H33 about how the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being conceived and made), how babies need to be cared for	

H34 about where to get more information, help and advice about growing and changing, especially about puberty	
H35 about the new opportunities and responsibilities that increasing independence may bring	
H36 strategies to manage transitions between classes and key stages	Daily routines
<b>Keeping Safe</b>	
H37 reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	
H38 how to predict, assess and manage risk in different situations	
H39 about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	
H40 about the importance of taking medicines correctly and using household products safely (eg following instructions carefully)	
H41 strategies for keeping safe in the local environment or unfamiliar places (rail, water road) and firework safety, safe use of digital devices when and out and about	
H42 about the importance of keeping personal information private, strategies keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	
H43 about what is meant by first aid, basic techniques for dealing with common injuries	Year 6 Term 6
H44 how to respond and react in an emergency situation; how to identify situation that may require the emergency services , know how to contact them and what to say	Year 6 Term 6
H45 that female genital mutilation (FGM) is against British law, what do and and whom to tell if they think they or someone they know might be at risk	Year 5 Term 6
H46 about the risks and effects of legal drugs common to everyday life e.g. cigarettes, e-cigarettes, vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit which can be difficult to break	
H47 to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	
H48 about why people choose to use or not use drugs, including alcohol and smoking and vaping	
H49 about the mixed messages in the media about drugs alcohol and smoking/ vaping	
H50 about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use, people they can talk to if they have concerns	

**KS2 Relationships**

<b>Families and Close Positive Relationships</b>	
R1 to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships and online relationships)	
R2a that people may be attracted to someone emotionally, romantically and sexually	
R2b that people may be attracted to someone of the same sex or different sex to them and that gender identity and sexual orientation are different	
R3 about marriage and civil partnership as a legal declaration of commitment made by two consenting adults who love and care for each other which is intended to be lifelong	
R4 that forcing anyone to marry against their will is a crime that help and support is available to people who are worried about this for themselves or others	
R5 that people who love and care for each other can be in a committed relationship (married, living together, living apart)	
R6 that a feature of positive family life is caring relationships about the different ways in which people care for one another	
R7 to recognise and respect that there are different types of family structures including single parents same sex parents, blended families, foster parents and that families of all types can give family members love, security and stability	
R8 to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty	
R9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice	
R10 about the importance of friendships, strategies for building positive friendships and how positive friendships support wellbeing	
R11 what constitutes a positive healthy friendship e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties that the same principles apply to online friendships as to face-to-face relationships	
R12 to recognise what is meant to know someone online and how this differs from knowing someone face-to-face and risks of communicating online with others not know face-to face	
R13 the importance of seeking support if feeling lonely or excluded	
R14 the healthy friendships make people feel included, recognise when others may feel lonely or excluded and strategies for how to include them	
R15 strategies for recognising and managing peer influence and a desire for peer approval in friendships to recognise the effect of online actions of others	
R16 how friendships can change over time about making new friends and the benefits of having different types of friends	
R17 that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely	
R18 to recognise if a friendship online and offline is making them feel unsafe or uncomfortable how to manage this and ask for support if necessary	
<b>Managing Hurtful Behaviour and Bullying</b>	
R19 about the impact of bullying including offline and online and the consequences of hurtful behaviour	
R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online including teasing, name calling and bullying, trolling, harassment or the deliberate excluding of others, and how to report concerns and get support	
R21 about discrimination and what it means and how to challenge it	
R22 about privacy and personal boundaries, what is appropriate in friendships and wider relationships	
R23 about why someone may have behave differently online, including pretending to be someone they are not, strategies for recognising risks, harmful content and contact, how to report concerns	

R24 how to respond safely and appropriately to adults they may encounter ( in all contexts including online) who they do not know	
R25 recognise different types of physical contact, what is acceptable and unacceptable, strategies to respond to unwanted physical contact	
R26 about seeking and giving permission (consent) in different situations	
R27 about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break confidence or share a secrets (birthday surprise etc.)	
R28 how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	
R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
<b>Respecting Self and Others</b>	
R30 that personal behaviour can affect other people, to recognise and model respectful behaviour online	
R31 to recognise the importance of self- respect and how this can affect their thoughts and feelings about themselves that everyone including them, should expect to be treated politely and with respect by others including when online and or anonymously in school and in the wider society strategies to improve or support courteous respectful relationships.	
R32 about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality and or backgrounds	
R33 to listen and respond respectfully to a wide range of people, including those whose traditions beliefs and lifestyle are different from their own	
R34 how to discuss and debate topical issues respect other people's point of view and constructively challenge those they disagree with	

**KS2 Living in the Wider World**

<b>Shared Responsibilities</b>	
L1 to recognise reasons for rules and laws; consequences of not adhering to rules and laws	
L2 to recognise that there are human rights that are there to protect everyone	
L3 about relationships between rights and responsibilities	
L4 the importance of having compassions towards others, shared responsibilities we all have for caring for other people and living things how to show care and concern for others	
L5 ways of carrying out shared responsibilities for protecting the environment in school and at home how everyday choices can affect the environment e.g. reusing reducing recycling food choices etc.	
<b>Communities</b>	
L6 about the different groups that make up their community what living in a community means	
L7 to value the different contributions that people and groups make to the community	
L8 about diversity; what it means the benefits of living in a diverse community about valuing diversity within communities	
L9 about stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes	
L10 about prejudice how to recognise behaviours / actions which discriminate against others ways of responding to it if witnessed or experienced	
L11 recognise ways in which the internet and social media can be used both positively and negatively	
L12 how to assess the reliability of sources of information on line and how to make safe and reliable choices from search results	
L13 about some of the different ways information and data is shared and used online including for commercial purposes	

L14 about how information on the internet is ranked selected and targeted at specific individuals and groups that connected devices can share information	
L15 recognise things appropriate to share and things that should not be shared on social media rules surrounding distribution of images	
L16 about how text and images in the media and on social media can be manipulated or invented, strategies to evaluate the reliability of sources and identity misinformation	
<b>Economic Wellbeing &amp; Money</b>	
L17 about the different ways to pay for things and the choices people have about this	
L18 to recognise that people have different attitudes towards saving and spending money and what influences people's decisions what makes something 'good value for money'.	
L19 that people's spending decisions can affect others and the environment e.g. fair trade, locally, buying single use plastics or items or giving to charity	
L20 to recognise that people make spending decisions based on priorities, needs and wants	
L21 different ways to keep track of money	
L22 about risks associated with money e.g. money can be won lost or stolen and ways of keeping money safe	
L23 about risks involved in gambling different ways money can be won or lost through gambling related activities and their impact on health wellbeing and future aspirations	
L24 to identify the ways that money can impact on people's feelings and emotions	
<b>Economic Wellbeing and Aspirations - Work and Carers</b>	
L25 to recognise positive things about themselves and their achievements set goals to help personal outcomes	
L26 that there is a broad range of different jobs /cares that people can have, that people can have more than one career or type of job during their life	
L27 about stereotypes in the workplace and that a persons' career aspirations should not be limited by these stereotypes	
L28 about what might influence people's decisions about a job or career e.g. personal interests and values family connections to certain trades or businesses strengths and qualities , ways in which stereotypical assumptions can deter people from aspiring to certain jobs	
L29 that some jobs are paid more than others and money is one factor which may influence a person's job or career choice, that people may choose to do voluntary work which is unpaid	
L30 about some of the skills that will help them in their future careers e.g. teamwork communications and negotiation	
L31 to identify the kind of job that they might like to do when they are older	
L32 to recognise a variety of routes into careers e.g. college apprenticeships or university	

**Progression - Curriculum Links**

Subject Content	Curriculum Links			
	Year 3	Year 4	Year 5	Year 6
Art and Design	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, H35, H36 Keeping Safe H37, H38, H39			

	<b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5, L30			
Computing	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H13 H14, H27, H28, H29, H34 Keeping Safe H37, H38, H39, H41, H42 <b>Relationships:</b> Families and Close Positive Relationships R1, R12, R13, R15, R18 Managing Hurtful Behaviour and Bullying R19, R20, R22, R23, R24, R26, R27, R29 Respecting Self and Others R30, R31, <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Communities L11, L12, L13, L14 L15, L16 Aspirations, Work and Carers L25, L26, L28, L31 Economic Wellbeing & Money L22, L23, L30,			
Design Technology	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, Keeping Safe H35, H36, H37, H38, H39 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31			
English	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Mental Health H19 Ourselves, Growing and Changing H27, H28, H29, H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31			
Geography	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5, L6, L7, L8, Economic Wellbeing, Aspirations Work and Carers L25, L26, L28, L30, L31			
History	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5, L6, L7, L8 Economic Wellbeing and Aspirations - Work and Carers L25, L26, L28, L30, L31			
Latin	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29 H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31			
Mathematics	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34 <b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Economic Wellbeing and Money L17, L18, L19, L20, L21, L22, L23, L24 Economic Wellbeing and Aspirations, Work and Carers L25, L26, L28, L29, L30, L31			
Music	Year 3	Year 4	Year 5	Year 6
	<b>Health:</b> Ourselves, Growing and Changing H27, H28, H29, H35, H36 <b>Relationships:</b> Respecting Self and Others R33, R34			

	<b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations, Work and Carers L25, L26, L28, L30, L31			
Physical Education	Year 3	Year 4	Year 5	Year 6
	<p><b>Health:</b> Physical Wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H14 Mental Health H15, H16, Ourselves, Growing and Changing H27, H28, H29, H32, H35, H36 Keeping Safe H37, H38, H39</p> <p><b>Relationships:</b> Respecting Self and Others R33, R34</p> <p><b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations, Work and Carers L25, L26, L28, L30, L31</p>			
Religious Education	Year 3	Year 4	Year 5	Year 6
	<p><b>Health:</b> Ourselves, Growing and Changing H25, H27, H28, H29 H35, H36</p> <p><b>Relationships:</b> Respecting Self and Others R30, R31, R32, R33, R34</p> <p><b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31</p>			
Science	Year 3	Year 4	Year 5	Year 6
	<p><b>Health:</b> Physical Wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14 Mental Health H15, H16, Ourselves, Growing and Changing H27, H28, H29, H30, H31, H32, H33, H34, H35, H36, Keeping Safe H37, H38, H39, H45, H47, H48, H49, H50</p> <p><b>Relationships:</b> Respecting Self and Others R33, R34</p> <p><b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations, Work and Carers L25, L26, L28, L30, L31</p>			
Forest School	Year 3	Year 4	Year 5	Year 6
	<p><b>Health:</b> Physical Wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H14 Mental Health H15, H16, Ourselves, Growing and Changing H27, H28, H32, H35, H36 Keeping Safe H37, H38, H39, H41</p> <p><b>Relationships:</b> Respecting Self and Others R33, R34</p> <p><b>Living in the Wider World:</b> Shared Responsibilities L1, L2, L3, L4, L5 Aspirations, Work and Carers L25, L26, L28, L30, L31</p>			

**PRIMARY (KS2) PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

	<b><u>Autumn: Relationships</u></b>			<b><u>Spring: Living in the Wider World</u></b>			<b><u>Summer: Health and Wellbeing</u></b>		
<b><u>Years</u></b>	<b><u>Families and friendships</u></b>	<b><u>Safe relationships</u></b>	<b><u>Respecting ourselves and others</u></b>	<b><u>Belonging to a community</u></b>	<b><u>Media literacy and digital resilience</u></b>	<b><u>Money and work</u></b>	<b><u>Physical health and Mental wellbeing</u></b>	<b><u>Growing and changing</u></b>	<b><u>Keeping safe</u></b>
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to	Recognising respect behaviour, the importance of	The value of rules and laws; rights.	How the internet is used, assessing information online	Different jobs and skills, job stereotypes,	Health choices and habits; what affects feelings	Personal strengths and achievements, managing and	Risks and hazards; safety in the local

		others; the impact of hurtful behaviour	self-respect, courtesy and being polite	freedoms and responsibility		setting personal goals	expressing feelings	reframing setbacks	environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour, managing confidentiality, recognising risks online	Respecting differences and similarities, discussing differences sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty, external genitalia; personal hygiene routines support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment compassion towards others	How information online is targeted; different media types their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines vaccination, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situation including responding in emergencies; first aid and FGM
<b>Year 6</b>	Attraction to others: romantic relationships: civil partnerships and marriage	Recognising and managing pressure: consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources: sharing things online	Influences and attitudes to money: money and financial risks	What affects mental health and ways to take care of it; manage change, loss and bereavement, managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe: regulations and choices; drug use and the law; drug use and the media

**PRIMARY (KS2) PSHE EDUCATION: MEDIUM TERM OVERVIEW – Year Groups**

**Year 3 Medium Term**

<b>Year 3 Medium Term</b>			
<b><u>Terms</u></b>	<b><u>Topic</u></b>	<b><u>Knowledge and Skills</u></b>	

<b>Autumn – Relationships</b>	<p>Families and friendships What makes a family; features of family life</p> <p>R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents, children who have parents who have died</li> <li>• that being part of a family can/usually provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty, celebrating success, encouraging belief in each other</li> <li>• to identify if/when something in a family might make someone upset or worried, know what the possible signs are</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe e.g. child line/ NSPCC , 0800 111, trusted adult - someone at school, friend</li> </ul>	
	<p>Safe Relationships</p> <p>personal boundaries safely responding to others the impact of hurtful behaviour</p> <p>R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision, the importance of not sharing passwords with others, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation by other children or adults</li> <li>• about the effects and consequences of bullying for the people involved, be able to empathise with others</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying, understand that both can be equally hurtful and harmful, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour, report to a trusted adult</li> </ul>	<p>NSPCC Share Aware</p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p>

	<p>Respecting ourselves and others</p> <p>recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>R30, R31</p>	<p>to recognise respectful behaviours e.g. helping or including others, being responsible (relate this to rules and expectations within school and the wider world)</p> <ul style="list-style-type: none"> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online, in the community (use drama sessions to model)</li> <li>• the importance of self-respect and their right to be treated respectfully by others, recognise that this should be for ALL people irrespective of medical/mental/religious/cultural/race differences</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society, RE lessons showing different religious and cultural behaviours</li> </ul>	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS2)</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's">https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's</a></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring- Living in the wider world</b></p>	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>L1, L2, L3</p>	<p>the reasons for rules and laws in wider society, school and class mission statements, school behaviour policy</p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken, school behaviour policy and consequences related to the children at school to make things appropriate and realistic for them</li> <li>• what human rights are and how they protect people, focus on the 5 basic human rights in simple terms: right to equality/freedom from discrimination/right to life and personal security/freedom from slavery/freedom from torture and degrading treatment</li> <li>. • to identify basic examples of human rights including the rights of children, the right to live in a family environment or alternative care and to have contact with both parents (if possible - this needs to be very carefully done regarding safety and difficult situations of some of our vulnerable children), health and welfare rights - including rights for children with disabilities/health and health care and social security, the right to education, leisure, culture and the arts</li> <li>. • about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>UNICEF Rights and Responsibilities TWINKL</p>
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<b>Spring – Living in the Wider World</b>	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>L11, L12</p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images, or content that worry them, unkind or inappropriate communication, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable</li> </ul>	<p>UNICEF Rights and Responsibilities</p>
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>L11, L12</p>	<p>how the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images, or content that worry them, unkind or inappropriate communication, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable</li> </ul>	<p>Google and Parent zone Be Internet Legends</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a></p>

	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>L25, L26, L27, L30</p>	<p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <ul style="list-style-type: none"> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM, parents/local people invited in to talk about their experiences and careers</li> <li>• about some of the skills needed to do a job, such as teamwork and decision making</li> </ul> <p>, PE lessons used to demonstrate the importance of this to get things done well, using people's strengths</p> <ul style="list-style-type: none"> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer - Health and Wellbeing</p>	<p>Physical Health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<p>about the choices that people make in daily life that could affect their health</p> <ul style="list-style-type: none"> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep, smoking, alcohol (begin to recognise them as drugs), <i>CARE MUST BE TAKEN AS SOME OF OUR CHILDREN WILL RECOGNISE AND BE INVOLVED IN THE EFFECTS OF THESE IN THEIR OWN HOMES</i>)</li> <li>• what can help people to make healthy choices and what might negatively influence them, seeing alcohol and drug abuse as 'normal' in some households</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> </ul> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively, use of Wellbeing / ELSA / Zones of Regulation</li> <li>• strategies to identify and talk about their feelings, use of Wellbeing / ELSA /Zones of Regulations</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p>PSHE Assoc Mental health and Wellbeing lessons KS2 - Year 3&amp;4)</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p>1 Decision Keeping / Staying Healthy <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a></p> <p>1 Decision Feelings &amp; Emotions £ <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a></p>

<p>Growing and Changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>H27, H28, H29</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <ul style="list-style-type: none"> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues, noticing prejudice</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again, links to school message and importance of resilience</li> </ul>	<p>Premier League Primary Stars KS2 PSHE Self-esteem</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p>
<p>Keeping Safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>H38, H39, H41</p>	<p>how to identify typical hazards at home (i.e knives) and in school</p> <ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• the importance of following safety rules from parents and other adults (and the consequences if not - fires, hurting themselves, knife safety)</li> <li>• Know about knife safety and that it is illegal to carry knives/weapons in public</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• about arson being an attempt to vandalise or cause harm</li> <li>• understand the dangers and consequences of arson</li> </ul>	<p>PSHE Association Gamble Aware KS2</p> <p><a href="https://pshe-association.org.uk/content/gambling">https://pshe-association.org.uk/content/gambling</a> <a href="https://pshe-association.org.uk/content/gambling">https://pshe-association.org.uk/content/gambling</a></p> <p>Exploring Risks YGAM resources</p> <p>1 Decision Keeping Safe <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a></p>

**Year 4 Medium Term**

<u>Term</u>	<u>Topic</u>	<u>Knowledge and Skills</u>	<u>Resources / Support</u>
<b>Autumn – Relationships</b>	<p>Families and Friendships</p> <p>Positive friendships, including online</p> <p>R10, R11, R12, R13, R1</p>	<p>about the features of positive <b>healthy friendships</b> such as <b>mutual respect</b>, trust and sharing interests</p> <ul style="list-style-type: none"> <li>• strategies to build positive friendships</li> <li>• how to seek support with <b>relationships</b> if they feel lonely or excluded</li> <li>• how to <b>communicate respectfully</b> with friends when using <b>digital devices</b></li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>friend, follower, included, valued, bystander, assertiveness</b></p>	<p>NSPCC Share Aware  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</a></p> <p>Google and Parent zone Be Internet Legends  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a></p> <p>Truthfulness - P4C based on George Layton's The Fib</p> <p>NSPCC visitor Whole school</p>
	<p>Safe Relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>R20, R23, R27, R28</p>	<p>to differentiate between playful teasing, hurtful/<b>prejudice</b> behaviour and bullying, including online</p> <ul style="list-style-type: none"> <li>• how to respond if they witness or experience hurtful/prejudice behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under <b>pressure</b>, at risk, or make them feel uncomfortable / <b>consent</b></li> <li>• how to manage pressures associated with dares/peer pressure - Role Play</li> <li>• when it is right to keep or break a <b>confidence</b> or share a secret - recap NSPCC work</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> </ul>	<p>Google and Parent zone Be Internet Legends  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a></p> <p>1 decision Computer safety £</p> <p>NEW CONSENT LESSONS  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/new-consent-lessons">https://pshe-association.org.uk/curriculum-and-resources/resources/new-consent-lessons</a></p>

		<ul style="list-style-type: none"> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <b>cyber bullying, text messaging, phishing, website, decision,</b></li> </ul>	<p><a href="https://resources/resources/1decision-primary-pshe-education-resources">resources/resources/1decision-primary-pshe-education-resources</a></p> <p>Purple Mash - Online safety Unit (?)</p> <p>Circle time - feelings: sadness anxiousness hopelessness despair</p>
	<p>Respecting Ourselves and Others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>R32, R33</p>	<p>to recognise differences between people such as <b>gender, race, faith</b></p> <ul style="list-style-type: none"> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone respect <b>belonging valued cooperation collaboration</b></li> </ul>	<p>Premier League Primary Stars</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p>KS2 PSHE Diversity</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring - Living in the wider world</b></p>	<p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p> <p>L4, L6, L7</p>	<p>the meaning and benefits of living in a community and how to respect your community</p> <ul style="list-style-type: none"> <li>• to recognise that they belong to different <b>communities</b> as well as the school community</li> <li>• about the different groups that make up and how contribute to a community in positive way</li> <li>• about the individuals and groups that help the local community, including through <b>volunteering</b> and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them <b>belonging feeling valued contribution</b></li> </ul>	<p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a></p> <p>Compassionate class KS2 RSPCA</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal">https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</a></p> <p>Possible visitor Food bank ?</p>

	<p>Media Literacy and Digital Resilience</p> <p>How data is shared and used</p> <p>L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a <b>digital footprint</b></li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the <b>popularity</b> of the website and that this can affect what information people access</li> </ul>	<p>Possible?</p> <p>Online Safety Persuasive texts to be covered in English Newspaper reports- Facts and Opinions</p>
	<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs             <ul style="list-style-type: none"> <li>○ how to keep track of money and why it is important to know how much is being spent</li> <li>○ about different ways to pay for things such as <b>cash, cards, e-payment</b> and the reasons for using them</li> </ul> </li> <li>• About never taking/stealing/shoplifting things that you have not paid for/been gifted</li> <li>• that how people spend money can have positive or negative effects on others</li> <li>• e.g. charities, single use plastics</li> </ul>	<p>Possible visit- Barclays HSBC Bank Enterprise Project -</p> <p>fundraising for school Negative effects of single use plastic covered in 'Mini' Geography topic</p> <p>YGAM</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer - Health and Wellbeing</p>	<p>Physical Health and Mental Wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>H2, H5, H11</p>	<p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <ul style="list-style-type: none"> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>1 decision Keeping/staying healthy £ St John's Ambulance / paramedic / school nurse visit?</p> <p>To be arranged Dental visit? Dental hygiene, food groups and nutrition are covered in the science unit- Digestion</p>
	<p>Growing and Changing</p>	<p>how to identify external genitalia and reproductive organs - vagina penis testicles</p> <ul style="list-style-type: none"> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the <b>menstrual cycle</b> and <b>menstrual wellbeing, erections and wet dreams - ovaries womb periods egg sperm</b></li> <li>• strategies to manage the changes during puberty including menstruation</li> </ul>	<p>- Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural 1 decision Growing and Changing £</p> <p>Letter to parents needed Girl's 'period pack from lilets?</p>

		<ul style="list-style-type: none"> <li>• the importance of personal <b>hygiene</b> routines during puberty including washing regularly and using <b>deodorant</b></li> <li>• how to discuss the challenges of puberty with a <b>trusted adult</b></li> <li>• how to get information, help and advice about puberty</li> </ul>	
	<p>Keeping Safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>H10, H38, H40, H46</p>	<p>the importance of taking medicines correctly and using household products safely</p> <ul style="list-style-type: none"> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<p>Drug Wise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2022</p> <p>Visit from a local pharmacist?</p>

## Year 5 Medium Term

<u>Term</u>	<u>Topic</u>	<u>Knowledge and Skills</u>	<u>Resources / Support</u>
<b>Autumn – Relationships</b>	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>R14, R15, R16, R17, R18, R2</p>	<p>what makes a healthy friendships and how they make people feel included (belonging, communication, trustworthiness, empathy)</p> <ul style="list-style-type: none"> <li>• what makes unhealthy friendships (gangs)</li> <li>• strategies to help someone feel included (collaboration, participation, loyalty, trust)</li> <li>• about peer influence and how it can make people feel or behave (gangs, criminal activity, using weapons, respect, self esteem, jealousy, anger, fear, anxious)</li> <li>• the impact of the need for peer approval in different situations, including online (peer pressure, gangs, cyber bullying, anti-social behaviour)</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication (resist, assertive, informed decision)</li> <li>• that it is common for friendships to experience challenges (cooperation, betrayal, pressure)</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships (not through violence, compromise, negotiation)</li> <li>• that friendships can change over time and the benefits of having new and different types of friends, especially when friendships have been a bad influence (personal qualities, identity, gangs, antisocial behaviour)</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable (bullying, peer pressure, rumours, name calling, homophobic, racism)</li> <li>• when and how to seek support in relation to friendships (communication, advice, perspective)</li> </ul>	<p>Premier league Stars KS2 PSHE Inclusion</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p>
	<p>Safe Relationships</p> <p>Physical contact and feeling safe</p> <p>R9, R25, R26, R27, R29</p>	<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations (comfortable, uncomfortable, private)</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact (consent, rights)</li> <li>• how it feels in a person's mind and body when they are uncomfortable (fear, anxiety, anger)</li> <li>• that it is never someone's fault if they have experienced unacceptable contact (consequence)</li> </ul>	<p>NEW CONSENT LESSONS</p>

		<ul style="list-style-type: none"> <li>• how to respond to unwanted or unacceptable physical contact (assertive, truth)</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about (honesty, advice, responsibility)</li> <li>• whom to tell if they are concerned about unwanted physical contact (trust, confide, safeguarding) CONSENT</li> </ul>	
	<p>Respecting Ourselves and Others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>R20, R21, R31, R33</p>	<p>to recognise that everyone should be treated equally (discriminate, prejudice, rights, equality, racism, homophobia)</p> <ul style="list-style-type: none"> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (informed, culture, faith, similarities/ differences)</li> <li>• what discrimination means and different types of discrimination (racism, sexism, homophobia)</li> <li>• to identify online bullying and discrimination of groups or individuals (trolling, harassment) Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values</li> <li>• the impact of discrimination on individuals, groups and wider society (conflict, self esteem)</li> <li>• ways to safely challenge discrimination • how to report discrimination online (hate crime, anonymous, block)</li> </ul>	
<p>Spring- Living in the wider world</p>	<p>Belonging to a Community</p> <p>Protecting the environment; compassion towards others</p> <p>L4, L5, L19</p>	<p>about how resources are allocated and the effect this has on individuals, communities and the environment (need, deprivation, poverty, affluent)</p> <ul style="list-style-type: none"> <li>• the importance of protecting the environment we live in and how everyday actions can either support (conservation. Recycling, sustainability) or damage it (pollution, vandalism, littering)</li> <li>• the importance of respecting the community and how antisocial behaviour is damaging to the communities we live in</li> <li>• how to show compassion for the environment, animals and other living things (endangered, extinct, threatened)</li> <li>• about the way that money is spent and how it affects the environment (finance, financial worry, economy, poverty, recession)</li> <li>• to express their own opinions about their responsibility towards the environment and community (rights, responsibilities)</li> </ul>	<p>Forest School</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</a></p> <p>Premier Premium league</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars</a></p> <p>1 Decision Being responsible</p> <p><a href="https://pshe-association.org.uk/curriculum-and-">https://pshe-association.org.uk/curriculum-and-</a></p>

			<a href="https://resources/primary-education-resources/1decision-education-resources">resources/primary-education-resources/1decision-education-resources</a>
	<p>Media Literacy and Digital Resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>L12, L14</p>	<p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <ul style="list-style-type: none"> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes (stereotypical)</li> <li>• how to assess which search results are more reliable than others (truth, reliability, source)</li> <li>• to recognise unsafe or suspicious content online (genuine, untrustworthy)</li> <li>• how devices store and share information (cookies, personal information, privacy)</li> </ul>	
	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>L27, L28, L29, L31, L32</p>	<p>to identify jobs that they might like to do in the future (hopes, aspirations, hopes, dreams)</p> <ul style="list-style-type: none"> <li>• about the role ambition can play in achieving a future career (ambitious, goals)</li> <li>• how or why someone might choose a certain career (personal qualities, likes and dislikes)</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities (equal opportunities)</li> <li>• about stereotyping in the workplace, its impact and how to challenge it (discrimination, sexism, racism, homophobia, culture)</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer - Health and Wellbeing</p>	<p>Physical Health and Mental Wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>H8, H9, H10, H12</p>	<p>how sleep contributes to a healthy lifestyle (energy, concentration, mental health)</p> <ul style="list-style-type: none"> <li>• healthy sleep strategies and how to maintain them (routines, sleep deprivation, duration, quality)</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health (vitamin D, depression, mood)</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke (SPF, ultra-violet, UVB rays, skin cancer, dehydration)</li> </ul> <p>how medicines can contribute to health and how allergies can be managed (safe use of medicines)</p> <ul style="list-style-type: none"> <li>• that some diseases can be prevented by vaccinations and immunisations (vaccination, immune, injection)</li> <li>• that bacteria and viruses can affect health (virus, germ, infection, infectious)</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines (hygienic, contagious)</li> <li>• to recognise the shared responsibility of keeping a clean environment (rights, responsibilities)</li> </ul>	<p>Lifeguards? Visitor?</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p> <p>UNICEF Rights and Responsibilities</p> <p>Wellbeing lessons</p>
	<p>Growing and Changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>H16, H25, H26, H27</p>	<p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <ul style="list-style-type: none"> <li>• that for some people their gender identity does not correspond with their biological sex (transgender, identity, identify)</li> <li>• how to recognise, respect and express their individuality and personal qualities (self-identity, self-esteem, image, personal qualities)</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing (personal interests, talents, community, belonging)</li> </ul>	<p>Mental health &amp; Wellbeing KS2 Year 5 &amp; 6</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p>metro Charity LGBTQ Allsorts Educator Solutions</p> <p>Self Esteem &amp; Resilience</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p>

	<p>Keeping Safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>H38, H43, H44, H45</p>	<p>to identify when situations are becoming risky, unsafe or an emergency (dangerous, hazardous) ) i.e setting something on fire and the fire spreading</p> <ul style="list-style-type: none"> <li>• to identify occasions where they can help take responsibility for their own safety and that of others (hazards)</li> <li>• to identify the dangers associated with open water and how to keep themselves and others safe</li> <li>• to identify the dangers associated with railway lines and how to keep themselves and others safe</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour (consequences, chances, threat)</li> <li>• how to be safe when using a bike (bike ability sessions)</li> <li>• how to deal with common injuries using basic first aid techniques (first aid training)</li> <li>• how to respond in an emergency including making themselves and others safe if possible and when and how to contact different emergency services (999, 911)</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup> (FGM, human rights)</li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM {SEE BELOW} (safeguarding, trust, concern)</li> </ul>	<p>British Red Cross</p> <p>First Aid?</p> <p>YGAM resources</p> <p><a href="https://pshe-association.org.uk/content/gambling">https://pshe-association.org.uk/content/gambling</a></p>
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<sup>1</sup> Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our Addressing FGM in schools information sheet for further information

## Year 6 Medium Term

<u>Term</u>	<u>Topic</u>	<u>Knowledge and Skills</u>	<u>Resources / Support</u>
Autumn – Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>: R1, R2, R3, R4, R5, R7</p>	<p>what it means to be attracted to someone and different kinds of loving relationships (E.g. children are made aware of different types of relationships and families)</p> <ul style="list-style-type: none"> <li>• that people who love each other can be of any gender, ethnicity or faith (E.g. heterosexual, homosexual and LGBT relationships are also explored)</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved (E.g. children are taught that some people identify as different genders or even consider themselves genderless)</li> <li>• about the qualities of healthy relationships that help individuals flourish (E.g. taught the difference between healthy and unhealthy relationships. Children are also taught that friendships can change when they move to secondary school)</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart (E.g. Many of our children's parents won't be married but they need to be taught that this doesn't make their parent's relationship any less important)</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Lgbtq</p> <p>Allsorts</p> <p>Educator Solutions</p>

	<p><b>Safe Relationships</b></p> <p>Recognising and managing pressure; consent in different situations R26, R28, R29</p>	<p>to compare the features of a healthy and unhealthy friendship (BBC active resource)</p> <ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong (E.g. Gang/using weapons. PCSO to deliver session on gangs and grooming)</li> <li>• strategies to respond to pressure from friends including online (E.g. taught through online bullying and online safety. We have had issues with children's use of social media and outside issues that are brought into school are dealt with in a timely manner)</li> <li>• how to assess the risk of different online 'challenges' and 'dares' (E.g. Honeysuckle provides a booklet for children to take home- this is covered. We go through it together in class)</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable (Gang workshop-Bobby Production)</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p>NEW CONSENT POLICE HARRY POTTER DAVID LAW</p>
	<p><b>Respecting Ourselves and Others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>R30, R34</p>	<p>about the link between values and behaviour and how to be a positive role model (promoted regularly as part of regular teaching practice)</p> <ul style="list-style-type: none"> <li>• how to discuss issues respectfully (E.g. this is taught and promoted by holding regular debate)</li> <li>• how to listen to and respect other points of view (promoted regularly as part of regular teaching practice)</li> <li>• how to constructively challenge points of view they disagree with (E.g. this is taught and promoted by holding regular debate)</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	
<p><b>Spring- Living in the wider world</b></p>	<p><b>Belonging to a Community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21</p>	<p>about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, orfaked (Taught through SRE, alongside work completed on self-esteem and body image)</p> <ul style="list-style-type: none"> <li>• how to recognise when images might have been altered (see above)</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so (Links to online bullying and social media disputes) • that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online • how to report inappropriate online content or contact</li> </ul>	

	Media Literacy and Digital Resilience		
	Money and Work		
Summer - Health and Wellbeing	Physical Health and Mental Wellbeing		
	Growing and Changing		
	Keeping Safe		

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