

Primary Programme Builder editable template – Thematic model

Our [Programme Builders \(.pdf version\)](#) include links to the quality assured resources for each area of PSHE education and advice on using the tools effectively. These Programme Builders are updated as soon as new resources are available, so we would encourage you to check in regularly to see the latest recommended resources.

We have also published one of these fully-editable MS Word templates for each Programme Builder to allow you to easily customise and tailor your long-term overview and term-by-term plans to meet the needs of your pupils.



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PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|--|---|---|--|--|---|--|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | 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 | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | 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 | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | 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 | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | 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 | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference 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 |
| Year 5 | 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, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 6 | Attraction to others; romantic relationships; civil partnership 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; managing 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 |

YEAR 1 – MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources) |
|------------------------|--|--|--|
| Autumn — Relationships | <p>Families and friendships Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5 –</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> | <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family | <p>Medway Public Health Directorate lesson 1</p> <p>Metro Charity KS1 Love and respectful relationships</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Different families (£)</p> |
| | <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13. to recognise that some things are private and the importance of respecting</p> | <ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission | <p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8) – Relationships £</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)</p> |

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| <p>privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> | | |
| <p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> | <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns | |
| <p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> | <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling | <p>1 decision (5-8) – Relationships £</p> <p>Alzheimers Society – Creating a dementia-friendly generation (KS1)</p> <p>Experian - Values, Money and Me (KS1)</p> |

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| Spring — Living in the wider world | <p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life</p> | <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online | |
| | <p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p> <p>L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p> | <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do | |
| Summer — Health and Li | <p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> | <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun | <p>1 decision (5-8) – Relationships £</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£)</p> |

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| <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> | | |
| <p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> | <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave | <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate lesson 2 - 'Growing Up; the human life cycle'</p> <p>1 decision (5-8)– Feelings and emotions £</p> |

Keeping safe

How rules and age restrictions help us; keeping safe online

PoS Refs: H28, H34

H28. about rules and age restrictions that keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

- how rules can help to keep us safe
- why some things have age restrictions, e.g. TV and film, games, toys or play areas
- basic rules for keeping safe online
- whom to tell if they see something online that makes them feel unhappy, worried, or scared

[Thinkuknow: Jessie and friends](#)

[1 decision \(5-8\)- Computer safety/Hazard watch £](#)

YEAR 2 – MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources) |
|------------------------|---|---|---|
| Autumn — Relationships | <p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p> <p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R24. how to listen to other people and play and work cooperatively</p> | <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | <p>1 decision (5-8) – Relationships £</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)</p> |
| | <p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by</p> | <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use | <p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8) – Relationships £</p> <p>Thinkuknow: Jessie and friends</p> |

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| <p>pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | | |
| <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25 R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p> | <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views | <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1). ‘Sameness and difference’</p> |
| <p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6 L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community</p> | <ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community | <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1). ‘Sameness and difference’</p> |

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| | L6. to recognise the ways they are the same as, and different to, other people | | |
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| Spring — Living in the wider world | <p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p> <p>L8. about the role of the internet in everyday life L9. that not all information seen online is true</p> | <ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true | |
| | <p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p> <p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things</p> | <ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants | <p>1decision (5-8)-Money matters £</p> <p>Experian - Values, Money and Me (KS1)</p> |
| | <p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> | <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others | <p>1decision (5-8) – Keeping/staying healthy £</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1decision (5-8) – Feelings and emotions £</p> <p>*PSHE Association will be relasing a drug and alcohol education programmes in summer 2020.</p> |

PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20

H4. about why sleep is important and different ways to rest and relax

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

- how to manage big feelings including those associated with change, loss and bereavement
- when and how to ask for help, and how to help others, with their feelings

[FPA – Growing up with Yasmine and Tom \(5-7\), Keeping safe \(£\)](#)

Growing and changing

Growing older; naming body parts; moving class or year

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

[Medway Public Health Directorate – Lesson 3 'Everybody's body'](#)

PoS Refs: H20, H25, H26, H27

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year

[FPA – Growing up with Yasmine and Tom \(5-7\), Naming body parts \(£\)](#)

Keeping safe

Safety in different environments; risk and safety at home; emergencies

PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27

H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31. that household products (including medicines) can be harmful if not used correctly
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. about the people whose job it is to help keep us safe
H35. about what to do if there is an accident and someone is hurt
H36. how to get help in an emergency (how to dial 999 and what to say)
H37. about things that people can put into their body or on their skin; how these can affect how people feel

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

[RedCross–Life.Live it ‘stay safe’](#)

[Islington Healthy Schools Team- DrugWise £](#)

[1 decision\(5-8\)- Keeping/staying safe £](#)

*PSHE Association will be releasing a drug and alcohol education programme in Summer 2020.

YEAR 3 – MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources) |
|------------------------|--|---|---|
| Autumn — Relationships | <p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>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</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> | <ul style="list-style-type: none"> 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 that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe | <p>Coram Life Education – The adoptables' school kit</p> <p>https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom</p> |
| | <p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> | <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online | <p>NSPCC Share Aware</p> |

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| <p>PoS Refs: R19, R22, R24, R30</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> | <ul style="list-style-type: none"> • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour | |
| <p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society | <p>Premier League Primary Stars – KS2 Behaviour/relationships Do the right thing</p> <p>Alzheimers Society – Creating a dementia - friendly generation (KS2)</p> |

Belonging to a community
 The value of rules and laws; rights, freedoms and responsibilities
 PoS Refs: L1, L2, L3
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human rights, that are there to protect everyone
L3. about the relationship between rights and responsibilities

Media literacy and Digital resilience
 How the internet is used; assessing information online
 PoS Refs: L11, L12
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 online; and how to make safe, reliable choices from search results

Money and Work
 Different jobs and skills; job stereotypes; setting personal goals
 PoS Refs: L25, L26, L27, L30
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L26. that there is a broad range of different jobs/careers that people can

- the reasons for rules and laws in wider society
 - the importance of abiding by the law and what might happen if rules and laws are broken
 - what human rights are and how they protect people
 - to identify basic examples of human rights including the rights of children
 - about how they have rights and also responsibilities
 - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
- how the internet can be used positively for leisure, for school and for work
 - to recognise that images and information online can be altered or adapted and the reasons for why this happens
 - strategies to recognise whether something they see online is true or accurate
 - to evaluate whether a game is suitable to play or a website is appropriate for their age-group
 - to make safe, reliable choices from search results
 - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
- about jobs that people may have from different sectors e.g. teachers, business people, charity work
 - that people can have more than one job at once or over their lifetime
 - about common myths and gender stereotypes related to work
 - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
 - about some of the skills needed to do a job, such as teamwork and decision-making
 - to recognise their interests, skills and achievements and how these might link to future jobs
 - how to set goals that they would like to achieve this year e.g. learn a new hobby

[Google and Parent' zone Be Internet Legends](#)

[FPA – Growing up with Yasmine and Tom \(7-9\). Gender stereotypes \(£\)](#)

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| <p>have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> | | |
| <p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p>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 H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated</p> | <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped | <p>PSHE Association - Mental health and well being lessons (KS2 - Yr3/4)</p> <p>1 decision Keeping/staying healthy £</p> <p>1 decision Feelings & emotions £</p> |

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 or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

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;

- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- about the things that affect feelings both positively and negatively
- strategies to identify and talk about their feelings
- about some of the different ways people express feelings e.g. words, actions, body language
- to recognise how feelings can change overtime and become more or less powerful

Growing and changing
 Personal strengths and achievements;
 managing and reframing setbacks

PoS Refs: H27, H28, H29

H27. to recognise their individuality 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 thinking

- that everyone is an individual and has unique and valuable contributions to make
- to recognise how strengths and interests form part of a person’s identity
- how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)
- to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues
- 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

[Premier League Primary Stars KS2 PSHE Self-esteem](#)

[Premier League Primary Stars KS2 PSHE Inclusion](#)

[FPA – Growing up with Yasmine and Tom \(7-9\), Me, myself and I \(£\)](#)

Keeping safe

Risks and hazards; safety in the local environment and unfamiliar places

PoS Refs: H38, H39, H41

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 reduce risks and keep safe

- how to identify typical hazards at home and in school
- how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- about fire safety at home including the need for smoke alarms
- the importance of following safety rules from parents and other adults
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

[PSHE Association and GambleAware KS2 Lesson 1 Exploring risk](#)

[1 decision Keeping/staying safe £](#)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

YEAR 4 – MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources) |
|----------------------------------|---|---|--|
| Autumn – Relationships | <p>Families and friendships Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>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</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> | <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online | <p>NSPCC Share Aware</p> <p>Google and Parent zone Be Internet Legends</p> <p>FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)</p> |

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| <p>Safe relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> | <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online | <p>Google and Parent zone Be Internet Legends</p> <p>1 decision Computer safety f</p> |
| <p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including</p> | <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone | <p>Premier League Primary Stars KS2 PSHE Diversity</p> |

those whose traditions, beliefs and lifestyle are different to their own

Belonging to a community
 What makes a community; shared responsibilities
 PoS Refs: L4, L6, L7
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
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

- the meaning and benefits of living in a community
- to recognise that they belong to different communities as well as the school community
- about the different groups that make up and contribute to a community
- about the individuals and groups that help the local community, including through volunteering and work
- how to show compassion towards others in need and the shared responsibilities of caring for them

[PSHE association Inclusion, belonging and addressing extremism KS2 lesson 2 Belonging to a community](#)
[Compassionate class KS2 RSPCC](#)
[Worcester University - Moving and moving home \(KS2\)](#)
[Experian - Values, Money and Me \(KS2\)](#)

Media literacy and Digital resilience
 How data is shared and used
 PoS Refs: L13, L14
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

- that everything shared online has a digital footprint
- that organisations can use personal information to encourage people to buy things
- to recognise what online adverts look like
- to compare content shared for factual purposes and for advertising
- why people might choose to buy or not buy something online e.g. from seeing an advert
- that search results are ordered based on the popularity of the website and that this can affect what information people access

[Experian - Values, Money and Me \(KS2\)](#)

Money and Work
 Making decisions about money; using and keeping money safe
 PoS Refs: L17, L19 L20, L21
L17. about the different ways to pay for things and the choices people have about this

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

[Experian - Values, Money and Me \(KS2\)](#)

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| <p>L19. that people’s spending decisions can affect others and the environment (e.g.Fair trade, buying single-use plastics, 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</p> | | |
| <p>Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p> <p>H2. about the elements of a balanced, healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness 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 (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> | <ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health | <p>1 decision Keeping/staying healthy £</p> |

Growing and changing

Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

PoS Refs: H30, H31, H32, H34

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

H34. about where to get more information, help and advice about growing and changing, especially about puberty

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

[Medway Public Health Directorate – Primary RSE lessons \(YR4/5\), ‘Puberty’](#)

[Betty: It’s perfectly natural](#)

[1 decision Growing and Changing £](#)

[FPA – Growing up with Yasmine and Tom \(9-11\), Changes at puberty \(£\)](#)

Keeping safe

Medicines and household products; drugs common to everyday life

PoS Refs: H10, H38, H40, H46

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H38. how to predict, assess and manage risk in different situations

- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a ‘drug’
- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice

[Islington Healthy Schools Team – Drugwise £](#)

- The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

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

YEAR 5 – MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources |
|--|--|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn — Relationships</p> | <p>Families and friendships Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; 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 on 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 or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R26. about seeking and giving permission (consent) in different situations</p> | <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • 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 • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships | <p>(See regularly-updated pdf. version for latest Quality Assured resources)</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Friendships and pressure (£)</p> |

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| <p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> | <ul style="list-style-type: none"> to identify 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 them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact | <p>FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</p> |
| <p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> | <ul style="list-style-type: none"> to recognise 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 lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment | <p>Premier League Primary Stars - KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars – KS2 PSHE Developing values</p> |

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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

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| | | <ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring — Living in the wider world</p> | <p>Belonging to a community Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p> <p>L4. the importance of having compassion 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.reducing, reusing, recycling; food choices) L19. that people’s spending decisions can affect others and the environment (e.g.Fair trade, buying single-use plastics, or giving to charity)</p> | <ul style="list-style-type: none"> about 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 to express their own opinions about their responsibility towards the environment | <p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot - Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1 decision - Being responsible £</p> <p>Experian - Values, Money and Me (KS2)</p> |
| | <p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> | <ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information | <p>Guardian Foundation and National Literacy Trust NewsWise – KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targetted</p> <p>Google and Parenting zone Be internet Legends</p> |

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|---|---|---|
| <p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them 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 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, apprenticeship, university)</p> | <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or 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, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training | |
| <p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> | <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about 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 | <p>PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital- The sleep factor</p> <p>**The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p> |

PoS Refs: H8, H9, H10, H12

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and 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

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment

Growing and changing

Personal identity; recognising individuality and different qualities; mental wellbeing

PoS Refs: H16, H25, H26, H27

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

[Metro charity KS2 Gender](#)

[PSHE Association Mental Health and wellbeing lessons \(KS2 YR5-6\)](#)

[Premier League Primary Stars – Self-esteem/Resilience](#)

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| <p>H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities</p> | | |
| <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p> <p>H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries² H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> | <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. 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 • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM | <p>British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</p> <p>PSHE Association and GambleAware – Lesson 1 Exploring risk</p> |

YEAR 6 — MEDIUM-TERM OVERVIEW

| Term | Topic | In this unit of work, students learn... | Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources) |
|-------------------------------|--|---|---|
| Autumn — Relationships | <p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>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</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types</p> | <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried | <p>Medway Public Health Directorate Primary RSE – KS2 Y6 lesson 3 Positive and healthy relationships</p> |

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| <p>can give family members love, security and stability</p> | | |
| <p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p> <p>R26. about seeking and giving permission (consent) in different situations 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)</p> | <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations | <p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</p> |
| <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p> | <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements | <p>Premier League Primary Stars – KS2 Behaviour/relationships Do the right thing</p> |

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Belonging to a community
Valuing diversity; challenging discrimination and stereotypes

PoS Refs: L8, L9, L10, R21

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

R21. about discrimination: what it means and how to challenge it

Media literacy and Digital resilience

Evaluating media sources; sharing things online

PoS Refs: H37, L11, L13, L15, L16

L11. recognise ways in which the internet and social media can be used both positively and negatively

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

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 identify misinformation

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

[Premier Leasue Primary Stars KS2 PSHE Diversity](#)

[PSHE association inclusion, belonging and addressing extremism KS2 lesson 3 Stereotypes](#)

[PSHE association inclusion, belonging and addressing extremism KS2 lesson 4 Extremism](#)

[Premier League Primary Stars KS2 PSHE Inclusion](#)

[NSPCC Share Aware](#)

[Childnet Trust me Y5/6 lesson 1 Online content](#)

[Google and Parent zone Be Internet Legends](#)

[BBFC KS2 lessons Let's watch a film! Making choices about what to watch](#)

| | | |
|--|--|---|
| <p>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</p> | | |
| <p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the 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</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> | <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks | <p>PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</p> <p>Experian - Values, Money and Me (KS2)</p> |

Physical health and Mental wellbeing

What affects mental health and ways to

take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5/6\)](#)

[NSPCC Making sense of relationships](#)

[Public Health England Rise Above KS2 Social media](#)

[Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 managing feelings about the news](#)

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

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

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

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

Growing and changing

Human reproduction and birth;

increasing independence; managing transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

[Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made](#)

[NSPCC Making sense of relationships - Secondary school and Changing friendship](#)

PoS Refs: H24, H33, H35, H36

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H33. about the processes 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 made); how babies need to be cared for¹

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

[Public Health England Rise Above KS2-Transition to secondary school](#)

[FPA – Growing up with Yasmine and Tom \(9-11\), Making babies \(£\)](#)

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

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

H42. about the importance of keeping personal information private; strategies for 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

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

[NSPCC Share aware](#)

[1 decision – Computer safety £](#)

[BBFC KS2 lessons Let's watch a film! Making choices about what to watch](#)

[Childnet Trust me-Y5/6 Lesson 2 Online contact](#)

[Google and Parent zone Be Internet Legends](#)

[Islington Healthy Schools Team – DrugWise £](#)

*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

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 nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including 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

² 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.