



**PSHE and RSE Curriculum 2024-25**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year2	What makes a good friend?	What is bullying?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?	How do we recognise our feelings?
Year3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	How can we keep healthy as we grow? Why should we keep active and sleep well?	
Year4	How can we manage our feelings?	Why should we eat well and look after our teeth?	How can we manage risk in different places?	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can our choices make a difference to others and the environment?
Year5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How will we grow and change?	What jobs would we like?
Year6	How can drugs common to everyday life affect health?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

**Living in the Wider World**

**Health and Wellbeing**

**Relationships**

YEAR 1 — PSHE and RSE MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Autumn 1</b></p> <p>What is the same and different about us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• to understand that we are all different but can still be friends</li> <li>• how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common</li> <li>• To understand that parts of bodies covered with underwear are private</li> </ul>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</a></p> <p><a href="#">Lesson plan + powerpoint for Y1</a></p> <p><a href="#">Story : Giraffes can’t dance</a></p> <p><a href="https://www.youtube.com/watch?v=vZjsLK5vwNU">https://www.youtube.com/watch?v=vZjsLK5vwNU</a></p> <p><a href="#">Story – Elmer/David Mike</a></p> <p><a href="#">Rainbow Fish/Marcus ffisher</a></p> <p><a href="#">The Growing Story</a></p> <p><a href="https://www.youtube.com/watch?v=XT_cVcHNR6I">https://www.youtube.com/watch?v=XT_cVcHNR6I</a></p> <p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p>
<p><b>Autumn 2</b></p> <p>Who is special to us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do</li> <li>• / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE</a></p> <p><b>Note: the main part of this lesson has some really good teaching material – be aware that at the end it moves onto correct terminology for body parts- this should NOT be taught at the moment as this has not yet been agreed.</b></p> <p><a href="#">Lessons (KS1), Lesson 1, ‘My special people’</a></p> <p><a href="#">Grandfather and I Helen E Buckley</a></p> <p><a href="#">The Family book Todd Parr</a></p>

<p><b>Spring 1</b></p> <p>What helps us stay healthy?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H39</p>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>	<p><a href="#">1 decision (5-8) -Keeping/staying healthy £</a></p> <p><a href="#">Islington Healthy Schools Team – DrugWise £</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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		<ul style="list-style-type: none"> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>• to understand that older children can do more by themselves whereas babies need care and support</li> </ul>	
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<p><b>Spring 2</b></p> <p>What can we do with money?</p>	<p><b>Living in the wider world</b></p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>	<p><a href="#">1decision (5-8) – Money matters £</a></p>
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<p><b>Summer 1</b></p> <p>Who helps to keep us safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• To know which people we can ask for help</li> <li>• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say how to respond safely to adults they don’t know what to do if they feel unsafe or worried for themselves or others and the importance of keeping on asking for support until they are heard</li> </ul>	<p><a href="#">1 decision (5-8) – Keeping/staying safe £</a></p>
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		<ul style="list-style-type: none"> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	
<p><b>Summer 2</b></p> <p>How can we look after each other and the world?</p>	<p><b>Living in the wider world</b></p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</a></p> <p><a href="#">1 decision (5-8) - Being responsible £</a></p> <p><a href="#">Alzheimer's Society -Creating a dementia-friendly generation (KS1)</a></p>

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Autumn 1</b></p> <p>What makes a good friend?</p>	<p><b>Relationships</b></p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• <b>how to resolve arguments that can occur in friendships</b></li>   <li>• <b>how to ask for help if a friendship is making them unhappy</b></li> </ul>	<p>Story suggestions:</p> <p>Starry Eyed Stan (Twinkl) a powerpoint story + lots of lesson resources based on the story.</p> <p>A Friend Like You/Julia Hubery</p> <p>The Reef Cup  <a href="https://www.youtube.com/watch?v=rtqLwqbw30Q">https://www.youtube.com/watch?v=rtqLwqbw30Q</a></p> <p>Numerous resources/activities on Twinkl to support this area generally.</p> <p>BBC Bitesize making up after a disagreement.  <a href="https://www.bbc.co.uk/bitesize/clips/zp9g9j6">https://www.bbc.co.uk/bitesize/clips/zp9g9j6</a></p>
<p><b>Autumn 2</b></p> <p>What is bullying?</p>	<p><b>Relationships</b></p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• <b>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</b></li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations                      how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p>Topsy and Tim Help a Friend  <a href="https://www.youtube.com/watch?v=hhH9NCtaZt8">https://www.youtube.com/watch?v=hhH9NCtaZt8</a></p> <p>The Literacy Shed – For the birds  <a href="https://www.literacyshed.com/for-the-birds.html">https://www.literacyshed.com/for-the-birds.html</a></p> <p>Lots of resources on Twinkl</p> <p>Also refer to Anti Bullying Alliance website – lots of ideas based on 2020 theme – United Against Bullying.</p>

<p><b>Summer 1</b></p> <p>What jobs do people do?</p>	<p><b>Living in the wider world</b></p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• to introduce the concept of gender stereotypes</li> <li>• to understand that some people have fixed ideas about what boys and girls can do</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>Pearl Power and the Toy Problem – Mel Elliot</p> <p>Julian is a Mermaid – Jessica Love</p> <p>Princess Smartypants - Babette Cole</p> <p>Amazing Grace – Mary Hoffmann and Caroline Binch</p>
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<p><b>Spring 1</b></p> <p>What helps us to stay safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends</a></p> <p><a href="#">1 decision (5-8) – Computer safety / Hazard watch</a></p> <p><a href="#">£</a></p> <p><a href="#">Red Cross – Life. Live it ‘Stay safe’</a></p> <p><a href="#">Islington Healthy Schools Team – DrugWise £</a></p>
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<p><b>Spring 2</b></p> <p>What can help us grow and stay healthy?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><a href="#">1 decision (5-8) -Keeping/staying healthy £</a></p>
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<p><b>Summer 2</b></p> <p>How do we recognise our feelings?</p>	<p><b>Health and wellbeing</b></p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <p>To identify the difference between males and females and understand how this is part of the life cycle – covered in Science</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS1)</a></p> <p><a href="#">1 decision (5-8) – Feelings and emotions £</a></p>
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Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Autumn 1</b></p> <p>How can we be a good friend?</p>	<p><b>Relationships</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> <li>to understand that people are unique and to respect those differences (including respecting the body differences between ourselves and others)</li> <li>how friendships should be positive and support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships, e.g. mutual respect, truthfulness, trust, loyalty, kindness</li> <li>that friendships can have difficulties, and how to manage when there is a problem between friends, resolve disputes and reconcile differences without violence</li> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<p><a href="#">Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'</a></p> <p>Although only 2 lessons – lots of ideas and resources that would easily be several weeks work!</p> <p>Also Twinkl – lots of resources.</p> <p>Little Voices – children define what a friend is - starting point for discussion.</p> <p><a href="https://www.youtube.com/watch?v=ReMq3KX8F94">https://www.youtube.com/watch?v=ReMq3KX8F94</a></p> <p>Similar to above – Friendship soup another starting point</p> <p><a href="https://www.youtube.com/watch?v=H7w7yXkJTu0">https://www.youtube.com/watch?v=H7w7yXkJTu0</a></p> <p><a href="https://www.bodyhappyorg.com/resources">https://www.bodyhappyorg.com/resources</a></p>



<p><b>Autumn 2</b></p> <p>What keeps us safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• recognising appropriate boundaries for physical contact; how to report concerns if they feel uncomfortable and keep trying until they are heard</li> <li>• how to recognise and respond to pressure from anyone to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p><a href="#">It's My Body – a book about body privacy – Louise Spilsbury and Mirella Mariani</a></p> <p><a href="#">Red Cross – Life. Live it 'Stay safe'</a></p> <p><a href="#">Resources on Twinkl – powerpoints and activities</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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<p><b>Spring 1</b></p> <p>What are families like?</p>	<p><b>Relationships</b></p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) and respect those differences</li> <li>• how common features of positive family life should include commitment, including in times of difficulty and shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should love, care for and protect each other and recognise the different ways they demonstrate this</li> <li>• how stable, caring relationships should be at the heart of happy families and are important for children's security as they grow up</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p><a href="#">Coram Life Education – Adoptables Schools Toolkit</a></p> <p><a href="#">The Family Book – Todd Parr</a></p> <p><a href="#">Who's in a Family? – Robert Skutch</a></p> <p><a href="#">Happy Families – Allan Ahlberg</a></p> <p><a href="#">Spark Learns to Fly – Judith Foxon</a></p> <p><a href="#">Stranger Danger – Anne Fine</a></p>
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<p><b>Spring 2</b></p> <p>What makes a community?</p>	<p><b>Living in the wider world</b></p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p><a href="#">PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community'</a></p> <p><a href="#">Premier League Primary Stars – Diversity</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p>
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<p><b>Summer 1</b></p> <p>How can we keep healthy as we grow?</p>	<p><b>Health and wellbeing</b></p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> <li>• <b>how mental and physical health are linked how positive friendships</b> and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>• how to stay physically active</li> <li>• how to benefit from and stay safe in the sun</li> <li>• how and why to balance time spent online with other activities</li> <li>• how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>• how to manage the influence of friends and family on health choices</li> </ul> </li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</a></p> <p><a href="#">PSHE Association and - The sleep factor (KS2)</a></p> <p><a href="#">Rise Above – Sleep (KS2)</a></p> <p><a href="#">Rise Above – Social media (KS2)</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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<p><b>Summer 2</b></p> <p>Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	
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YEAR 4 — PSHE and RSE MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Summer 2</b></p> <p>What strengths, skills and interests do we have ?</p>	<p><b>Health and wellbeing</b></p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p><a href="#">Premier League Primary Stars – Self-esteem / Resilience</a> a comprehensive support pack however could also consider/ dip into: TES what is self esteem <a href="https://www.tes.com/teaching-resource/building-self-esteem-6295600">https://www.tes.com/teaching-resource/building-self-esteem-6295600</a> Also Twinkl has a range of developing self esteem resources that are very child friendly.</p>
<p><b>Spring 2</b></p> <p>How do we treat each other with respect?</p>	<p><b>Relationships</b></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> <li>• how self-respect is important for personal happiness</li> <li>• how to model being courteous and well-mannered in different situations and recognise the respectful behaviour they should receive in return</li> <li>• to discuss the characteristics in healthy relationships</li> <li>• about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to for safety reasons and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against, including online – even when different in personality, background, belief or preferences</li> <li>• how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>	<p><a href="#">Premier League Primary Stars – Play the right way / Inclusion</a></p> <p><a href="#">1decision – Being responsible / A world without judgement £</a></p> <p><a href="#">Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</a></p> <p><a href="#">Respect/Self-respect video</a> <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a></p>

		<ul style="list-style-type: none"> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	
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<p><b>Autumn 1</b></p> <p>How can we manage our feelings?</p>	<p><b>Health and wellbeing</b></p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</a></p>
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<p><b>Autumn 2</b></p> <p>Why should we eat well and look after our teeth?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> </ul> <p>how people make choices about what to eat and drink, including who or what influences these</p> <p>how when and where to ask for advice and help about healthy eating and dental care</p> <p>how to maintain good dental health, including oral hygiene, food and drink choices</p> <p>how to plan a healthy meal</p>	
<p><b>Summer 2</b></p> <p>How can our choices make a difference to others and the environment?</p>	<p><b>Living in the wider world</b></p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p><a href="#">Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</a></p> <p><a href="#">RSPCA - Compassionate classroom lessons</a></p> <p><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></p> <p><a href="#">1decision – Being responsible / The working world</a></p> <p><a href="#">£</a></p>

<p><b>Spring 1</b></p> <p>How can we manage risk in different places?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• where to get advice and how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p><a href="#">PSHE Association and GambleAware -Exploring risk (KS2)</a></p> <p><a href="#">Google &amp; Parentzone – Be Internet Legends</a></p> <p><a href="#">NSPCC - Share Aware</a></p> <p><a href="#">Islington Healthy Schools Team – DrugWise £</a></p>
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YEAR 5 — PSHE and RSE MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Autumn 1</b></p> <p>What makes up our identity?</p>	<p><b>Health and wellbeing</b></p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H26, H27, R32, L9</p>	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they can be unfair and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<p><a href="#">PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Stereotypes'</a></p> <p><a href="#">Premier League Primary Stars – Developing values</a></p> <p><a href="#">Metro Charity, KS2, Gender</a></p> <p><a href="#">It's OK to be different – Todd Parr</a></p> <p><a href="#">Cinderella's Bum – Nicholas Allan</a></p> <p><a href="#">Shapesville – Andy Mills</a></p>
<p><b>Autumn 2</b></p> <p>What decisions can people make with money?</p>	<p><b>Living in the wider world</b></p> <p>Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	

<p><b>Spring 1</b></p> <p>How can we help in an accident or emergency?</p>	<p><b>Health and wellbeing</b></p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> </ul>	<p><a href="#">Red Cross - Life. Live it Help save lives / Emergency action</a></p>
		<ul style="list-style-type: none"> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	
<p><b>Spring 2</b></p> <p>How can friends communicate safely?</p>	<p><b>Relationships</b></p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how the internet and social media can be used positively in how friends and family can communicate online and how information or data is shared and used</li> <li>• how knowing someone online differs from knowing someone face-to-face and people can behave differently</li> <li>• how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information are shared with friends or family</li> <li>• to understand what being 'groomed' is – online and in person</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable, including online</li> <li>• how to recognise the rules and principles for keeping safe online</li> <li>• recognising risks and harmful content and how to report them</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p><a href="#">Thinkuknow – e.g. Play, Like, Share</a></p> <p><a href="#">Google &amp; Parentzone – Be Internet Legends</a></p>



<p><b>Summer 1</b></p> <p>How will we grow and change?</p>	<p><b>Health and wellbeing</b></p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p> <p>(Science curriculum links :</p> <ul style="list-style-type: none"> <li>describe changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty emotionally and physically, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>to describe what happens during menstruation and sperm production</li> <li>to understand how puberty affects the reproductive organs</li> <li>to explain how emotions/relationships change during puberty</li> </ul> <ul style="list-style-type: none"> <li>how personal hygiene routines change during puberty</li> </ul> <ul style="list-style-type: none"> <li>how to ask for advice and support about growing and changing and puberty with confidence</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</a></p> <p><a href="#">Betty – It's perfectly natural</a></p>
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<p><b>Summer 2</b></p> <p>What jobs would we like?</p>	<p><b>Living in the wider world</b></p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	
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YEAR 6 — PSHE and RSE MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<p><b>Autumn 1 &amp; 2</b></p> <p>How can drugs common to everyday life affect health?</p>	<p><b>Health and wellbeing</b></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</a></p> <p><a href="#">Islington Healthy Schools Team – DrugWise £</a></p> <p><a href="#">1decision - Keeping/staying healthy £</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

<p><b>Spring 1 &amp; 2</b></p> <p>How can the media influence people?</p>	<p><b>Living the wider world</b></p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• to know how and where to get support if an online relationship goes wrong</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	<p><a href="#">PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’</a></p> <p><a href="#">PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</a></p> <p><a href="#">BBFC – Let’s watch a film – making choices about what to watch</a></p> <p><a href="#">Childnet – Trust me</a></p> <p><a href="#">Islington Healthy Schools Team – DrugWise £</a></p> <p><a href="#">Rise Above – Social Media</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p><b>Summer 1 &amp; 2</b></p> <p>What will change as we become more independent?</p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic relationships</li> <li>• know that communication and permission seeking is important, explain the differences between healthy and unhealthy relationships</li> <li>• to explore positive and negative ways of communicating in a relationship</li> <li>• to have considered when it is appropriate to share personal/private information in a relationship</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE lessons (Y6)</a></p> <p><a href="#">Betty – It’s perfectly natural</a></p>

		<ul style="list-style-type: none"> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul>	
<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• to consider different ways people might start a family</li> <li>• to describe the decisions that have to be made before having children</li> <li>• to know some basic facts about conception and pregnancy</li> <li>• how puberty relates to growing from childhood to adulthood including in preparation for reproduction</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support with confidence about growing and changing and puberty</li> <li>• becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	<p><a href="#">NSPCC – Making sense of relationships (KS2)</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</a></p> <p><a href="#">Rise Above – Transition to secondary school</a></p>