



PSHE Education and Relationships & Sex Education Policy

Reviewed by:	Full Governing Body
Date of approval:	June 2021
School's date for review:	May 2024

School Vision

'Walking together, discovering life'

The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

Our Curriculum Policy for Personal, Social, Health and Economic Education (PSHE Education) and Relationships and Sex Education (RSE)

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

PSHE is a non-statutory subject within the National Curriculum, yet Relationships and Health Education are statutory from September 2020. Here, at All Saints Primary School, we are committed to the development of the whole child and, as a consequence, we place Personal, Social, Health and Economic Education (PSHE) and Relationships Education at the heart of what we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that All Saints Primary School takes pride in, and assumes with integrity and purpose.

This policy outlines the **Intent, Implementation** and **Impact** of how PSHE Education and Relationships Education is taught using a spiral curriculum in our school *i.e. a carefully sequenced progression of skills and knowledge which is developed and extended by revisiting themes and building on prior learning.*

The **Implementation** of this policy is the responsibility of all teaching staff.

The school policy for PSHE and Relationships & Sex Education reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on **RESPECT** for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle, positive relationships and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at All Saints Primary School develop their personalities and behaviour through the specific focus on our Christian values and British values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Implementation

At All Saints Primary School, the emphasis placed on both PSHE Education and Relationships Education blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE Education framework receive appropriate focus and emphasis:

Our School's Christian Values

Our Christian values focus on the acquisition of key qualities that ensure pupils are able to meet All Saints Primary's PSHE Education Intent statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive relationships are central to All Saints Primary Christian values which are:

Love

Kindness

Generosity	Thankfulness
Compassion	Trust
Courage	Perseverance
Forgiveness	Justice
Friendship	Service
Respect	Truthfulness

Each Christian value is introduced and focussed upon for a half term during whole school collective worship at the start of the term and then during subsequent acts of worship together and in class throughout that half term. Pupils are rewarded throughout the half term with House Points when they display Christian values and are also celebrated in our Achievements Assembly when individuals from each class are awarded a Christian values leaf which then appears on our whole school Christian values tree display – the emphasis and importance of our Christian values is evident throughout the school day at All Saints Primary School.

Our Programme of Study for PSHE Education and RSE

All Saints Primary School has adopted the PSHE Association's suggested Programme of Study which has been promoted and endorsed by the DfE. This has been developed in conjunction with all school stakeholders, and sets out learning opportunities for each key stage, in three core themes:

- **Health and Wellbeing:** Being healthy (sleep, diet, exercise), mental wellbeing, Internet safety and harms, recognising and managing feelings, basic First Aid, changes in adolescence
- **Relationships:** Identity and diversity; families, friendship and positive relationships (including Relationships and Sex Education); good manners, communication; kindness and humility (including Anti Bullying); empathy, compassion and forgiveness
- **Living in the Wider World:** Rules, respect, citizenship and democracy, keeping safe, developing independence, personal finance, careers and influence of the media

This comprises of:

- **a long term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark) that support each module.

They build in developmental progression by revisiting themes year on year, building on and extending prior learning.

Covering the Statutory Content

Although the PSHE Association's framework organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on [Relationships Education, RSE and Health education](#), the Long-Term PSHE Education Curriculum Overview (cf. Appendices) covers all of the statutory requirements for each phase, within a comprehensive PSHE education programme. This covers all of the Programme of Study learning opportunities for these phases as well.

The following topics are taught in a systematic and progressive manner:

- Families and People Who Care For Me
- Caring Friendships
- Respectful Friendships
- Online Relationships
- Being Safe

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

A Question-based Model for Key Stages 1 and 2

Our programme of Study is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions.

The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing (*Green*), Relationships (*Pink*) or Living in the Wider World (*Blue*), although some half term blocks will draw on more than one core theme.

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Teachers also utilise some of the excellent SEAL (Social & Emotional Aspects of Learning) resources as and when appropriate to the teaching or for focused PSHE Education lessons, addressing class issues or particular themes, such as anti-bullying. Topics include: New Beginnings, Getting on and Falling out/Say No to Bullying, Going For Goals, Good to be me, Relationships and Changes.

Relationships Education in our school

Our school's focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From Reception onwards, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts helps to enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures). Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In our school, this is achieved in a variety of ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At a primary school level, this is delivered by focusing on boundaries and privacy, ensuring children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils know how to report concerns and seek advice when they suspect or know that something is wrong i.e. by telling a trusted adult. At all stages, it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE's guidance therefore focuses on Relationships Education.

The content set out in the DfE's guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. As a primary school, All Saints has determined that teachers should cover additional content on sex education to meet the needs of their pupils and best prepare them for future learning.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, All Saints consults parents during the final year of primary school about the detailed content of what will be taught. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school. A graduated, age-appropriate programme of sex education is followed and teaching takes account of the developmental differences of children.

In choosing to teach aspects of sex education (which go beyond the national curriculum for science), All Saints sets this out clearly in our policy and has consulted with parents on what is to be covered.

Parental Right to Withdraw

All Saints Primary School is committed to ensuring that Relationships and Sex Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

In line with statutory guidance, we recognise that parents have a legal right to request for their child to be withdrawn from some or all of the sex education delivered as part of RSE (other than sex education in the National Curriculum as part of Science), but not from Relationships Education. Parents wishing to exercise this right must do so in writing to the Headteacher, and we will make reasonable adjustments and provide suitable work for the pupil at this time.

All Saints Primary School ensures that teaching and materials are appropriate having regard to the age and religious backgrounds of its pupils. We also recognise the significance of other factors, such as any special educational needs or disabilities of pupils.

Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

As a school, we promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We believe that this integrated, whole-school approach to the teaching and promotion of health and wellbeing has a positive impact on behaviour and attainment in our school.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. As a school, we engender an atmosphere that encourages openness. This means that pupils should feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

All Saints Primary School follows age-appropriate subject content and the DfE's guidance, which sets out core areas for health and wellbeing that are appropriate for primary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, All Saints Primary School also makes adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

Physical health and Mental Wellbeing: Primary

Our school's focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This helps to enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils are taught why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing enables teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Our policy is to handle such questions with sensitivity and at a level which is appropriate

to the age group and developmental stage of the children. It also takes into account any specific SEND needs or disabilities. Consideration will be given to the potential for small group or 1:1 discussion for specific questions, where it is not deemed appropriate for a whole-class setting. Due regard should be paid to differing viewpoints, such as different religious beliefs and varying views on the age-appropriateness of certain themes which may be asked about. Teachers may suggest that some questions are best discussed at home in order to enable parents to make an informed decision of how best to answer these.

Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. It is made clear to pupils that some information, if disclosed, cannot be held as confidential, and understand that if certain disclosures are made, certain actions will need to be taken. At the same time, pupils will be offered sensitive and appropriate support.

The wider aspects of PSHE and Relationships Education apparent in our school

School Council

The School Council at All Saints Primary School is made up of pupils from Year Groups 1-6 with two pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates all fund-raising activities in school.

Positions of Responsibility in School

At the start of each academic year pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important leadership positions of Head Boy and Head Girl, as well as House Captain and Vice House Captain. Whilst pupils from across the school are encouraged to apply for a wide range of opportunities *e.g. Monitors, Sports Leaders, RE Ambassadors, Librarians, Digital Leaders and Eco Warriors*. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.

Circle Time

Inspired by the work of Jenny Mosley, this is used as required to either expand upon the week's PSHE Education lesson or explore issues that arise from the pupils' behaviour or any issues which are currently affecting them. Behavioural expectations within Circle Time are embedded, facilitating respectful discussion and challenge, taking into consideration opinions and experiences of others in a safe environment.

Whole School Curriculum Themed Days/Weeks

- Anti-Bullying Week
- Internet Safety Day

Charity Work

Whole School fundraising is a key element of the School Council's responsibilities. Ideas are generated by the School Councillors; staff subsequently support the pupils to develop, organise and implement their vision which annually raises hundreds of pounds for a range of national charities and local causes.

Impact

Pupils at All Saints Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school's Christian values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

Role of the PSHE Subject Leader

- Introduction and support of a PSHE Education and Relationships & Sex Education policy and Scheme of work (PSHE Assoc. and CWP/Living & Growing Resources)
- Monitor the teaching and learning of PSHE Education and RSE (PSHE Association)
- Together with the Headteacher, monitor Relationships Education (PSHE Assoc./CWP/ Living & Growing Resources) throughout the school
- Design, oversee and implement the policy for PSHE Education and RSE
- Write an annual action plan for the School Development Plan and evaluate progress throughout the year
- Attend INSET and provide staff with appropriate feedback.

Monitoring, Evaluation and Assessment

The teaching and learning in PSHE Education and RSE will be monitored by the subject leader and/or the Headteacher. Children's progress will be assessed using learning observations and through dialogue with children and teachers. In addition to this, the effectiveness of the School Council will be monitored, as well as the role of all children as active and responsible young citizens.

The role of parents/carers

Parents/Carers play the most important role in educating their own children, particularly in personal issues and matters such as these. Many welcome the support that school can offer to supplement their home teaching.

Some parents/carers may find that their child starts asking questions about certain topics at home, following lessons in school, or it might be that they want to take the opportunity to talk to their child about issues before the work is covered in school. If a parent/carer has any queries about the content of the programme or resources used, they should contact the school. All materials used are available for view on request.

PSHE Association: www.pshe-association.org.uk

Christopher Winter Project: <https://cwpresources.co.uk>

Appendix 1

By the end of primary school:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
--	---

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
---------------------------	--

Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
---------------------------------	--

	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
--	--

Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
-----------------------------	--

Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice, for example family, school or other sources.
-------------------	--

Appendix 2

By the end of primary school:

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private• why social media, some computer games and online gaming, for example, are age restricted• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted• where and how to report concerns and get support with issues online

Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	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?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	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 can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 4

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS) FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (E)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' FPA – Growing up with Yasmine and Tom (5-7), Different families (E)
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) - Keeping/staying healthy (E) FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (E) PSHE Association – Dental Health PSHE Association – Drug and Alcohol Education (Year 1-2)

		<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> • 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 • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	1decision (5-8) – Money matters (£) Experian - Values, Money and Me (KS1)
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • 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 • 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 	1 decision (5-8) – Keeping/staying safe (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • 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 • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8) - Being responsible (£) Alzheimer's Society -Creating a dementia-friendly generation (KS1) Experian - Values, Money and Me (KS1)

YEAR 2 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • 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 	1 decision (5-8) - Relationships (£)
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	

Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • 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) • 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 • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • 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 	Thinkuknow: Jessie and Friends 1 decision (5-8) – Computer safety / Hazard watch (E) PSHE Association – Drug and Alcohol Education (Year 1-2)
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	1 decision (5-8) -Keeping/staying healthy (E) PSHE Association - Dental Health PSHE Association - The Sleep Factor
Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	<ul style="list-style-type: none"> • 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) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) – Feelings and emotions (E)

YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (E)
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • 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) • 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 	NSPCC – The underwear rule resources (PANTS) PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert

Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • 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) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram Life Education – Adoptables Schools Toolkit FPA – Growing up with Yasmine and Tom (7-9), Families (£)
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • 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 • how to be respectful towards people who may live differently to them 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community' Premier League Primary Stars – Diversity Worcester University - Moving and moving home. (KS2)
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	PSHE Association - Dental Health

<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</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"> • 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 • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
---	--	---	--

YEAR 4 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (E)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • 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 and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement (E) Alzheimer's Society -Creating a dementia-friendly generation (KS2)

* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools](#) information sheet for further information

Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • 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 	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) Winston's Wish – Loss and bereavement
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (7-9), Body care (£) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • 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) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA - Compassionate classroom lessons Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision – Being responsible / The working world (£) Experian - Values, Money and Me (KS2)

<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</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"> • how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • 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 	<p><u>PSHE Association and GambleAware -Exploring risk (KS2)</u></p> <p><u>Google & Parentzone – Be Internet Legends</u></p> <p><u>Islington Healthy Schools Team – DrugWise (£)</u></p> <p><u>FPA – Growing up with Yasmine and Tom (7-9), Is it risky? (£)</u></p> <p><u>PSHE Association – Drug and Alcohol Education (Year 3-4)</u></p> <p><u>Environment Agency – Canal and river safety / Flood alert</u></p>
---	---	---	---

YEAR 5 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 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) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Stereotypes' Premier League Primary Stars – Developing values Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save 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) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	Experian - Values, Money and Me (KS2)
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help 	St John Ambulance: 'First Aid Training in School' lesson plans, KS2

		<ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Thinkuknow – Play, Like, Share Google & Parentzone – Be Internet Legends FPA – Growing up with Yasmine and Tom (9-11), Online and offline friendships (E)
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs 	1decision - Keeping/staying healthy (E) PSHE Association – Drug and Alcohol Education (Year 5-6)

<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</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"> • 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) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<p><u>LOUD! Network - Job skills, influences and goals</u></p>
--	---	---	--

YEAR 6 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 & 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships 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"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • 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 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2 PSHE Association and - The sleep factor (KS2) Every Mind Matters – Sleep (KS2) Every Mind Matters – Social media (KS2) PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education (Year 5-6)

		<ul style="list-style-type: none"> that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 	
Spring 1 & 2 How can the media influence people?	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	<ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images 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 how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them 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 to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Extremism' PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6 BBFC – Let's watch a film – making choices about what to watch Childnet – Trust me Every Mind Matters – Social Media PSHE Association – Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives
Summer 1 & 2 What will change as we become more independent?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships 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 	Medway Public Health Directorate - Primary RSE lessons (Y6) Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (9-11), Making babies (E)

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

How do friendships change as we grow?	PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made² how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this 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 	PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school Every Mind Matters – Transition to secondary school
---------------------------------------	---	---	--

²Pupils 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.

Appendix 5

The Christopher Winter Project Programme of Study

CWP Curriculum Overview

page 4

Reception Our Lives

- Lesson 1: **Our Day**
- Lesson 2: **Keeping Ourselves Clean**
- Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

- Lesson 1: **Keeping Clean**
- Lesson 2: **Growing and Changing**
- Lesson 3: **Families and Care**

Year 2 Differences

- Lesson 1: **Differences: Boys and Girls**
- Lesson 2: **Differences: Male and Female**
- Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Differences: Male and Female**
- Lesson 2: **Personal Space**
- Lesson 3: **Family Differences**

Year 4 Growing Up

- Lesson 1: **Growing and Changing**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **Male and Female Changes**
- Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

- Lesson 1: **Puberty and Reproduction**
- Lesson 2: **Understanding Relationships**
- Lesson 3: **Conception and Pregnancy**
- Lesson 4: **Communication in Relationships**

Christopher Winter Project Progression Document

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can consider routines and patterns of a usual day.	I can understand some basic hygiene principles.	I can identify differences between males and females.	I can identify differences and similarities between males and females.	I can describe the main stages of the human life cycle.	I can explain the main physical and emotional changes that happen during puberty.	I can describe how and why the body changes during puberty in preparation for reproduction.
I can understand why hygiene is important.	I can begin to think about how people grow and change.	I can describe differences between boy and girl babies.	I can identify different types of touch, what people like and dislike.	I can describe how the body changes as children grow up.	I can confidently ask questions about puberty.	I can talk about puberty and reproduction with confidence.
I can recognise that all families are different.	I can identify differences between boy and girl babies.	I can describe differences between male and female animals.	I can understand personal space.	I can identify some basic facts about puberty.	I can understand male and female changes during puberty in more detail.	I can talk about different types of adult relationships with confidence.
	I can identify different families.	I can understand that it takes a male and a female to make a new life.	I can talk about ways of dealing with unwanted touch.	I can understand that there are changes physically and emotionally when going through puberty.	I can understand how puberty affects the reproductive organs.	I can know what form of touching is appropriate.
	I can know who to ask for help.	I can name body parts for males and females.	I can understand there are different families and different family members.	I can understand that children change into adults so they can reproduce.	I can describe how to manage the emotional and physical changes.	I can describe the decisions that need to be made before having a baby.
			I can know who to go to for help.		I can explain how to keep clean during puberty.	I can know some basic facts about pregnancy and conception.
					I can know how to get help and support during puberty.	I can consider when it is appropriate to share private/personal information in a relationship.
					I can explain how emotions change during puberty.	I can know where and how to get support if an online relationship goes wrong.