

KING'S HOUSE SCHOOL

Relationships and Health Education Policy



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Policy review	Annually
Date ratified	April 2023
Ratified by	Miss J Pawaar (Executive Head)
Review date	April 2024
Related policies	Safeguarding, Anti-Bullying, Behaviour, Curriculum, Equal Opportunity

The following links may also be read in conjunction with this policy:

- Mental Health and Behaviour in Schools November 2018
- Relationships Education, Relationships and Sex education (RSE) and Health Education (Statutory guidance 2019 updated 2021)
- Keeping Children Safe in Education (annually updated)
- Behaviour in schools 2022
- SEND Code of Practice 0 to 25 2015
- Preventing and Tackling Bullying 2017
- The Equality and Human Rights Commission
- Promoting Fundamental British Values as part of SMSC in schools 2014
- Equality Act 2010 and Schools 2014
- National Citizen Service

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Rationale and Definition

The Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Primary schools are not required to teach Sex Education as a standalone subject but must by law teach the elements contained in the Science curriculum. Parents do not have the right to withdraw children from those elements covered within the Science curriculum or from Relationships and Health education. Independent schools are not obliged to follow the National Curriculum but at King's House School, we have chosen to use it as a basis for the education we provide. The statutory requirements to provide Health Education also do not apply to Independent Schools. Personal, Social, Health and Economic Education continues to be compulsory in independent schools as set out in the Education (Independent School Standards) Regulations 2014. We will use the principles in the DfE guidance on Health Education in our curriculum planning.

The statutory guidance issued in 2019 (updated 2021) has been used to support writing this policy and the planning and implementation of our curriculum.

[Relationships Education, Relationships and Sex Education, \(RSE\) and Health Education](#)

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people

need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” DfE 2019

At KHS we believe our RHE education will stay with our pupils for life. It will provide pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and support them in the future as adults. We are committed to the vital role that RHE plays in pupils' holistic education.

We focus on teaching the fundamental building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. Alongside this will be an essential understanding of how to be healthy, including mental well-being. Our subject content will give children the knowledge and capability to support them in facing increasing challenges and risks, taking care of themselves and in seeking and receiving support. We are choosing to teach the compulsory content within the wider programme of Personal, Social, Health and Economic Education, utilising mainly the programme of study provided by the PHSE Association. Some content for RHE will also arise in other curriculum areas such as Science, Computing and PE although will not be directly duplicated.

We understand the sensitive nature of some of these subject areas and the fact that parents and carers are the prime educators for children on many of these matters. Our provision will complement and reinforce this role, building on what our pupils learn at home.

Aims and Objectives

At KHS our RHE programme seeks to:

- Ensure there is progression in delivery through the year groups.
- Be age appropriate and differentiated to the needs of the pupils including SEN.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Develop a clear understanding of consent; how to give withdraw, ask for and recognize consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Ensure pupils can identify the qualities of healthy and unhealthy relationships.
- Begin to prepare pupils for the journey into adolescence and adulthood.
- Provide pupils with a safe environment to reinforce mutual respect and tackle misconceptions and stereotypes.
- Place importance on online safety and the risks involved in the use of social media.
- Begin to prepare pupils for puberty, including the importance of health and hygiene.

Legal Requirements

- From September 2020 the DfE guidance document “*Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*” became statutory.
- Under the provisions of the Equality Act 2010, schools must not unlawfully

discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the 'protected characteristics')

Curriculum Content

Our curriculum content will cover the required themes set out in the 2019 DfE statutory guidance. See Appendix 2 of this document for our programme of study in each year group. We are choosing to teach the compulsory content within the wider programme of Personal, Social, Health and Economic Education, utilising mainly the programme of study provided by the PHSE Association.

RHE curriculum for SEND pupils

As with all curriculum subjects, teachers will differentiate for pupils with SEND and those who are vulnerable. This may mean differentiated work or alternative delivery depending on the nature of the need and/ or personal/ family circumstances. The SEN co-ordinator, teacher and Executive Head will formulate and review any such plans as appropriate and discuss with parents.

Sensitive or controversial topics

- During RHE lessons (and at other times) sensitive or controversial topics may arise. The judgement of individual tutors will decide as to whether the topic raised is suitable for whole class discussion. Where the topic may be judged to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting, seeking advice from senior staff where required.
- Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher will prevail.
- Teachers will be responsible for the setting of any ground rules so that children are aware of the parameters.
- Pupils should not be asked to disclose personal information about themselves or others.
- Teachers and pupils will show respect for all genders and types of families.
- Any safeguarding issues that arise will be followed up under the school's safeguarding procedures, including discussion with the Designated Safeguarding Lead or Deputy.

Organisation and Delivery

- Our RHE curriculum is an integral part of the whole school PSHE education provision and is delivered each term as per the programme of study outlined in Appendix 2 of this policy.
- The planning takes on a 'spiral' approach, which gradually revisits and re-introduces topics at a deeper and more complex level in each year group.
- RHE will be delivered by a teacher during a weekly session and will be taught through a range of teaching methods and activities.
- A weekly whole school PSHE assembly takes place.

- At the start of each topic, informal baseline assessment will allow the teacher to differentiate the programme for the class group and for any identified SEND or vulnerable pupils. Pupils will be encouraged to reflect on their own learning and progress at the end of each topic.
- Topics may be revisited by the teacher to allow for previous absence and different levels of understanding, maturity and learning abilities.
- The school will work with any external specialist organisations and professionals as required to ensure our curriculum and delivery reflect current best practices.

Working with Parents

- This policy and our curriculum have been devised and will be implemented in consultation with parents.
- Parental support is integral to the success of the curriculum. While we have an educational and legal obligation to provide children with Relationships and Health Education, we respect the primary carer role of parents in educating their children in these matters.
- The curriculum overview (Appendix 2) will be shared with parents as will any future revisions.
- Any parental feedback will be directed to the Executive Head. As key to maintaining effective relationships with our parent body, all views will be listened to.
- Parents are welcome to explore our curriculum by requesting further detail.

Right to Withdraw

- Parents do not have the right to withdraw their child from Relationships or Health Education.
- Parents do not have the right to withdraw their child from the elements of sex education covered by the Science National Curriculum.

Confidentiality

- Effective RHE should enable and encourage children to talk to a trusted adult about any matters they may be concerned about. It is usually but not always possible that that person should be their parent or carer.
- Where a matter raised gives rise to a safeguarding concern, this should be addressed in line with the school safeguarding policy and procedures, including discussion with the Designated Safeguarding Lead. A child raising a matter that may be of a safeguarding concern should be advised that confidentiality cannot be guaranteed.

Role of external (Health) professionals

The school will work with any health professionals as required in the development and implementation of the school Relationships and Health Education. Any visitors used to help in the delivery of our programme of study will be clear about the boundaries of their input and their work will be planned and agreed in advance.

Monitoring and Evaluation

- The implementation of this policy and the delivery of the programme of study will be monitored and evaluated through the normal processes of review that apply to all other areas of our curriculum. This may be via planning scrutinies, lesson observations, learning walks, discussions with teachers pupils, and responding to the needs of individual pupils.
- Parental feedback will be directed to the Headteacher who will consult teaching staff where required before responses are made.
- Pupils development in RHE will be monitored by teachers via our internal assessment systems.
- The policy and programme of study will be updated in accordance with any changes in legislation and in line with any updates by the Independent Schools Standards Regulations.

Statutory Curriculum Content

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
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 • 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 <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>
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

Pupils should know:

- 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

KHS PSHE (including RHE) Curriculum – WHOLE SCHOOL OVERVIEW

	AUTUMN Relationships			SPRING Living in the Wider World			SUMMER Health & Well Being		
	Families and friendships	Safe relationships	relationships Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online Strengths and interests; jobs in the community	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online personal goals	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement;	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

			discussing topical issues				managing time online		
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Programme of Study by Year Group

YEAR 1 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, foster parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/metro-charity
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	
Spring — Living in the Wider World	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme

			https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s
	<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	
	<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	
Summer Term – Health & Well Being	<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme
	<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-

			resources/resources/1decision-primary-pshe-education-programme
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>

YEAR 2 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to • help someone else 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>

		<ul style="list-style-type: none"> how to ask for help if they feel unsafe or worried and what vocabulary to use 	primary-pshe-education-programme
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community 	
	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping, and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme
Summer Term – Health & Well Being	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans

		<ul style="list-style-type: none"> when and how to ask for help, and how to help others, with their feelings 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme
	<p>Growing and changing</p> <p>Growing older; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education

		<ul style="list-style-type: none"> what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour, how to ask for help if they feel unsafe or worried and what vocabulary to use 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety

		<ul style="list-style-type: none"> • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business, people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	
<p>Summer Term – Health & Well Being</p>	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>

		<ul style="list-style-type: none"> basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>https://www.pshe-association.org.uk/content/gambling</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>

YEAR 4 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships</p> <p>Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p>
	<p>Safe relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-</p>

Spring – Living in the Wider World		<ul style="list-style-type: none"> how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	primary-pshe-education-programme
	<p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars
	<p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan
	<p>Media literacy and Digital resilience</p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access 	
<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 		

Summer Term – Health & Well Being	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> about the physical and emotional changes during puberty the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a ‘drug’ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>

<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p>
<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	

Summer Term – Health & Well Being	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p>
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</p> <p>https://www.pshe-association.org.uk/content/gambling</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p>
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share</p>
	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-</p>

		belonging-addressing-extremism-%E2%80%94ks1-2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars
Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices
Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	https://www.pshe-association.org.uk/content/gambling

Summer Term – Health & Well Being	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p>
	<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nsppc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p>

	<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions • about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • • how to ask for help if they have concerns about drug use • • about mixed messages in the media relating to drug use and how they might • influence opinions and decisions 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet</p>
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