

	Autumn – Relationships			Spring – Living in the wider world			Summer - Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting others and ourselves	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	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	Personal identity; recognising individuality; mental wellbeing; introduction to puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment ; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisation and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and media

Statutory Relationships and Health objectives are highlighted in **bold font**.

	Topic	In this unit, children learn:	Suggested resources
Year 3 Autumn – Relationships	<b>Families and friendships</b>  What makes a family; features of family life  PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	Barnardo's KS2 lessons Diversity – Diversity in Families Page 15 (saved)  PSHE relationship – families (saved)  PSHE relationships: Our Special People lessons KS2 (saved)
	<b>Safe relationships</b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour  PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	1 Decision (5-8) Computer Safety: Image Sharing  1 Decision (5-8) Computer Safety: Making Friends Online  BBC TEACH <a href="#">Jake's Story: Being Bullied   BBC Teach - YouTube</a>
	<b>Respecting ourselves and others</b>  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  PoS Refs: R30, R31	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	Premier League Primary Stars – Do the right thing (saved) <a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a>  BBC <a href="https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-right-and-respect/zr32wnb">https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-right-and-respect/zr32wnb</a>  <i>Dimensions: Athens v Sparta – Spring</i>

Year 3 Spring - Living in the wider world	<p><b>Belonging to a community</b></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"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>1 Decision (8-11) – Coming Home on Time</p> <p>1 Decision 5-8 – Being Responsible – Stealing</p> <p>Twinkl- Why do we have Rules? (saved)</p> <p>Amnesty International – Learning about human rights in the primary school (saved)</p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12 L16, H42</p>	<ul style="list-style-type: none"> <li><b>how the internet can be used positively for leisure, for school and for work</b></li> <li><b>to recognise that images and information online can be altered or adapted and the reasons for why this happens</b></li> <li><b>strategies to recognise whether something they see online is true or accurate</b></li> <li><b>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</b></li> <li><b>to make safe, reliable choices from search results</b></li> <li><b>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</b></li> </ul>	<p>1 Decision (5-8) Computer Safety – Computer Safety Documentary</p> <p>Childnet.com: The adventures of Cara, Winston and the SMART crew: Chaper 1: What should you Accept? Chapter 2: What is Reliable? <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a></p>
	<p><b>Money and Work</b></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"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p>Natwest Money Sense – What are the links between jobs and money? (saved)</p> <p>Step into the NHS (saved)</p> <p>Twinkl – Challenging Stereotypes (saved)</p> <p>Twinkl – The World of Work (saved)</p> <p>Premier League Primary Stars – Rainbow Laces <a href="https://plprimarystars.com/resources/rainbow-laces">https://plprimarystars.com/resources/rainbow-laces</a></p> <p><i>Dimensions: That's All Folks! – Autumn</i></p> <p><i>Dimensions: Picture Our Planet – Spring/Summer</i></p>

Year 3 Summer – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></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"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p>Premier League Primary Stars – Nutrition <a href="https://plprimarystars.com/resources/nutrition">https://plprimarystars.com/resources/nutrition</a></p> <p>Premier League Primary Stars – Nutrition Around the World <a href="https://plprimarystars.com/resources/nutrition-around-the-world">https://plprimarystars.com/resources/nutrition-around-the-world</a></p> <p>BBC – Health Class clips: Does eating breakfast affect concentration? Eating a varied diet Food needed by the human body The importance of fitness <a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/resources/1">https://www.bbc.co.uk/bitesize/topics/zrffr82/resources/1</a></p> <p>PSHE Association – Mental health and wellbeing lessons KS2 - Y3/4 (saved)</p> <p>1 Decision (5-8) Feelings and Emotions –Anger</p> <p><i>Dimensions: Come Fly With Me – Africa – Summer</i></p>
	<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p>Premier League Primary Stars – Self-esteem <a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p> <p>BBC: The Growth Mindset and Wellbeing Lesson <a href="https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382">https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382</a></p>

	<p><b>Keeping safe</b></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"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and rework safety</li> </ul>	<p>1Decision (8-11) Cycle Safety</p> <p>1Decision (5-8) Fire Safety – Hoax Calling</p> <p>1 Decision (5-8) Fire Safety: Petty Arson</p> <p>1Decision (5-8) Fire Safety – Enya and Deedee Visit the Fire Station</p> <p>1Decision (5-8) Fire Safety – Texting Whilst Driving</p> <p><i>Visit from Fire service?</i></p>
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	Topic	In this unit, children learn:	Suggested resources
Year 4 Autumn – Relationships	<b>Families and friendships</b>  Positive friendships, including online  PoS Refs: R10, R11, R12, R13, R18, R24	<ul style="list-style-type: none"> <li>• <b>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</b></li> <li>• <b>strategies to build positive friendships</b></li> <li>• <b>how to seek support with relationships if they feel lonely or excluded</b></li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• <b>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</b></li> <li>• <b>what to do or whom to tell if they are worried about any contact online</b></li> </ul>	Medway Relationships Education – Year 3 lessons (saved)  1 Decision (8-11) – Feelings and Emotions – Jealousy  BBC Bitesize: From bully to best friend <a href="https://www.bbc.co.uk/bitesize/clips/zbpngk7">https://www.bbc.co.uk/bitesize/clips/zbpngk7</a>  Childnet.com: The adventures of Cara, Winston and the SMART crew: Chapter 5: Be careful when meeting up <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a>  <i>Dimensions: Lightning Speed – Autumn</i>
	<b>Safe relationships</b>  Responding to hurtful behaviour; managing confidentiality; recognising risks online  PoS Refs: R20, R23, R27, R28, R29	<ul style="list-style-type: none"> <li>• <b>to differentiate between playful teasing, hurtful behaviour and bullying, including online</b></li> <li>• <b>how to respond if they witness or experience hurtful behaviour or bullying, including online</b></li> <li>• <b>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</b></li> <li>• <b>how to manage pressures associated with dares</b></li> <li>• <b>when it is right to keep or break a confidence or share a secret</b></li> <li>• <b>how to recognise risks online such as harmful content or contact</b></li> <li>• <b>how people may behave differently online including pretending to be someone they are not</b></li> <li>• <b>how to report concerns and seek help if worried or uncomfortable about someone's behaviour including online</b></li> </ul>	BBC Bitesize – What is bullying? <a href="https://www.bbc.co.uk/programmes/p011t3xg">https://www.bbc.co.uk/programmes/p011t3xg</a>  1 Decision (8-11) Computer Safety – Online Bullying  Childnet.com: The adventures of Cara, Winston and the SMART crew: Chapter 4: Who should I tell? <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a>  PSHE relationships – our class friendships lesson 3 (saved)  National Cyber security centre – cyber sprinters lesson 3 (saved)

	<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• to understand the importance of respecting the differences and similarities between people, consider those pupils with disabilities</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p>1 Decision (8-11) A World Without Judgement – Breaking Down Barriers</p> <p>Premier League – diversity (Saved)</p> <p><i>Dimensions: Under the Canopy – Spring/Summer</i></p>
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Year 4 Spring - Living in the wider world	<p><b>Belonging to a community</b></p> <p>What makes a community; shared Responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>• <b>the meaning and benefits of living in a community</b></li> <li>• <b>to recognise that they belong to different communities as well as the school community</b></li> <li>• <b>about the different groups that make up and contribute to a community</b></li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p>1 Decision (8-11) The Working World – Chores at Home</p> <p>PSHE Association – Inclusion, Belonging and Addressing Extremism Lesson 2 – Belonging to a community (saved)</p> <p>RSPCA Compassionate Class Resources <a href="https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources">https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources</a></p> <p><i>Dimensions: Law and Order – Spring</i></p> <p><i>Dimensions: Cry for Freedom – Summer</i></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L12, L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• <b>that organisations can use personal information to encourage people to buy things</b></li> <li>• <b>to recognise what online adverts look like</b></li> <li>• <b>to compare content shared for factual purposes and for advertising</b></li> <li>• <b>why people might choose to buy or not buy something online e.g. from seeing an advert</b></li> <li>• <b>that search results are ordered based on the popularity of the website and that this can affect what information people access</b></li> </ul>	<p>Twinkl – Being Smart – online adverts (saved)</p> <p>BBC Bitesize – How Search Works <a href="https://www.bbc.co.uk/bitesize/clips/zspbcdm">https://www.bbc.co.uk/bitesize/clips/zspbcdm</a></p>
	<p><b>Money and Work</b></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"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>1 Decision (8-11) The Working world – Enterprise</p> <p>1 Decision (8-11) The Working world – In-app purchases</p> <p>Natwest Money Sense: How can I pay for things? (saved)</p> <p>Lessons about keeping our money safe – Age 7-9 Making Choices: Activity 4 – What I want, what I really, really want!; Activity 5 – Cash is not the only way to pay; Activity 6 – Lending and borrowing (saved)</p> <p>☺</p>



Year 4 Summer – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></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"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>1 Decision (8-11) Keeping/Staying Healthy – Healthy Living</p> <p>BBC Bitesize – Why is a healthy lifestyle important? <a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqf-cw">https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqf-cw</a></p> <p>Change4Life – Keeping our teeth healthy (saved)</p> <p>BBC Bitesize: The effects of different drinks on teeth <a href="https://www.bbc.co.uk/bitesize/clips/znr4wx">https://www.bbc.co.uk/bitesize/clips/znr4wx</a></p>
	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing; introduction to puberty</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>about the physical and emotional changes during puberty</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> </ul>	<p>The Linking Network – Primary Identity Pack <a href="https://thelinkingnetwork.org.uk/resource/linking-network-primary-identity-pack/">https://thelinkingnetwork.org.uk/resource/linking-network-primary-identity-pack/</a></p> <p>Premier League Primary Stars – Resilience <a href="https://plprimarystars.com/resources/resilience">https://plprimarystars.com/resources/resilience</a></p> <p>Bits and Bobs, Sweat and Spots (saved and book purchased)</p>
	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H14, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a ‘drug’</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break</li> <li>how to ask for help or advice</li> </ul>	<p>Twinkl - Medicine safety (saved)</p> <p>Twinkl – The dangers of smoking (saved)</p> <p>Twinkl – The effects of alcohol (saved)</p>

	Topic	In this unit, children learn:	Suggested resources
Year 5 Autumn – Relationships	<b>Families and friendships</b>  Managing friendships and peer influence  PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> <li>• <b>what makes a healthy friendship and how they make people feel included</b></li> <li>• <b>strategies to help someone feel included</b></li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• <b>that it is common for friendships to experience challenges</b></li> <li>• <b>strategies to positively resolve disputes and reconcile differences in friendships</b></li> <li>• <b>that friendships can change over time and the benefits of having new and different types of friends</b></li> <li>• <b>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</b></li> <li>• <b>when and how to seek support in relation to friendships</b></li> </ul>	1 Decision (8-11) Being responsible – looking out for others  Premier League Primary stars inclusion <a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a>  1 Decision (8-11) Keeping/staying safe – peer pressure  PSHE Relationship – our class lesson 4 (saved)  BBC Teach: Friendship struggles <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</a>  Premier League Primary Stars – Play the Right Way <a href="https://plprimarystars.com/resources/play-the-right-way">https://plprimarystars.com/resources/play-the-right-way</a>  Premier League Primary Stars – Teamwork <a href="https://plprimarystars.com/resources/teamwork">https://plprimarystars.com/resources/teamwork</a>
	<b>Safe relationships</b>  Physical contact and feeling safe  PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> <li>• <b>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</b></li> <li>• <b>how to ask for, give and not give permission for physical contact</b></li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• <b>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</b></li> <li>• <b>whom to tell if they are concerned about unwanted physical contact</b></li> </ul>	1 Decision (8-11) Growing and Changing – appropriate touch  Revisit NSPCC PANTS Rules  PSHE relationships – consent lesson 1, 2, 3 ( saved)

	<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<p>1 Decision (8-11) A world without judgement – British values</p> <p>Premier League Primary Stars – Developing Values <a href="https://plprimarystars.com/resources/values">https://plprimarystars.com/resources/values</a></p> <p>Premier League Primary Stars – KS2 – Diversity <a href="https://plprimarystars.com/resources/diversity">https://plprimarystars.com/resources/diversity</a></p> <p><i>Dimensions: Come Fly With Me – America – Summer</i></p>
<p>Year 5 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> </ul>	<p>BBC Bitesize: How do human beings affect the environment? <a href="https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p">https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p</a></p> <p>Premier League Primary Stars KS2 PSHE – Tackling plastic pollution <a href="https://plprimarystars.com/resources/tackling-plastic-pollution">https://plprimarystars.com/resources/tackling-plastic-pollution</a></p> <p>Team Margot – Giving help to others (blood donation) <a href="http://givingtohelpothers.org/">http://givingtohelpothers.org/</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>	<p>The Guardian – Lesson 5, Spotting Fake News <a href="https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education">https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education</a></p> <p>The Guardian – Lesson 6, Understanding that news is targeted <a href="https://www.theguardian.com/newswise/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe">https://www.theguardian.com/newswise/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe</a></p>

	<p><b>Money and Work</b></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"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people’s career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>Bitesize Careers <a href="https://www.bbc.co.uk/bitesize/articles/zhst2sg">https://www.bbc.co.uk/bitesize/articles/zhst2sg</a></p> <p>SIEMENS – Girls in STEM lessons (saved)</p> <p><i>Dimensions: Full of Beans – Spring/Summer</i></p>
<p>Year 5 Summer – Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12, H16</p>	<ul style="list-style-type: none"> <li><b>how sleep contributes to a healthy lifestyle</b></li> <li><b>healthy sleep strategies and how to maintain them</b></li> <li><b>about the benefits of being outdoors and in the sun for physical and mental health</b></li> <li><b>how to manage risk in relation to sun exposure, including skin damage and heat stroke</b></li> <li><b>how medicines can contribute to health and how allergies can be managed</b></li> <li><b>that some diseases can be prevented by vaccinations and immunisations</b></li> <li><b>that bacteria and viruses can affect health</b></li> <li><b>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</b></li> <li>to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p>The Sleep factor (saved)</p> <p>BBC Bitesize: Why do we take medicine? <a href="https://www.bbc.co.uk/bitesize/clips/zcys34j">https://www.bbc.co.uk/bitesize/clips/zcys34j</a></p> <p>BBC Science: Edward Jenner <a href="https://www.bbc.co.uk/programmes/p0119r1v">https://www.bbc.co.uk/programmes/p0119r1v</a></p> <p>BBC Bitesize: The importance of handwashing <a href="https://www.bbc.co.uk/bitesize/clips/zc2qxn">https://www.bbc.co.uk/bitesize/clips/zc2qxn</a></p>

<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• <b>how to identify external genitalia and reproductive organs</b></li> <li>• <b>about the physical and emotional changes during puberty</b></li> <li>• <b>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</b></li> <li>• <b>strategies to manage the changes during puberty including menstruation</b></li> <li>• <b>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</b></li> <li>• <b>how to discuss the challenges of puberty with a trusted adult</b></li> <li>• <b>how to get information, help and advice about puberty</b></li> </ul>	<p>1 Decision – Growing and Changing – Puberty</p> <p>Medway Primary RSE lessons Y4/5 (saved)</p> <p>Betty: Its perfectly Natural <i>Arrange free visit from the Betty Bus?</i></p> <p>BBC Bitesize – What’s happening to my body? <a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7</a></p>
<p><b>Keeping safe</b></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"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• <b>how to deal with common injuries using basic first aid techniques</b></li> <li>• <b>how to respond in an emergency, including when and how to contact different emergency services</b></li> <li>• that female genital mutilation (FGM) is against British law</li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<p>1 Decision (8-11) Keeping/staying safe – water safety</p> <p>Gamble Aware Lesson 1 – Exploring risk</p> <p>British Red Cross Life. Live it KS2 lesson - Help Save Lives, Emergency Action <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p><i>Could arrange for first aid visitors?</i></p> <p><i>FGM – Freedom Charity?</i></p>

	Topic	In this unit, children learn:	Suggested resources
Year 6 Autumn – Relationships	<p><b>Families and friendships</b></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"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Medway Public Health Directorate Primary RSE – KS2 Y6 Lesson 3 Positive and healthy relationships (saved)</p> <p>Metro Charity – Gender (saved)</p> <p>Childline – Forced marriages <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/</a></p> <p>Twinkl – forced marriages (saved) Forced marriages powerpoints (saved)</p>
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R11, R26, R28, R29</p>	<ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p>1 Decision (8-11) Computer safety – Image sharing</p> <p>NSPCC Share Aware Lesson 1 – Alex (I saw your willy) <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</a></p> <p>PSHE relationships our class friendships lesson 5 (saved)</p> <p>PSHE relationships consent lesson 1 (saved)</p>
	<p><b>Respecting ourselves and others</b></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"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>1 Decision (8-11) A World Without Judgement – Inclusion and acceptance</p> <p>Premier League Primary Stars KS2 Behaviour/Relationships Do the right thing <a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a></p>



Year 6 Spring - Living in the wider world	<b>Belonging to a community</b>  Valuing diversity; challenging discrimination and stereotypes  PoS Refs: L8, L9, L10, R21	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• <b>how to recognise acts of discrimination</b></li> <li>• <b>strategies to safely respond to and challenge discrimination</b></li> <li>• <b>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</b></li> <li>• <b>how stereotypes are perpetuated and how to challenge this</b></li> </ul>	Premier League Primary Stars KS2 PSHE - Inclusion <a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a>  PSHE Association – Belonging and Addressing Extremism KS2 Lessons 3 and 4  <i>Dimensions: Wars of the World – Spring</i>  <i>Dimensions: I Have a Dream – Summer</i>
	<b>Media literacy and Digital resilience</b>  Evaluating media sources; sharing things Online  PoS Refs: H37, L11, L13, L15, L16, r20	<ul style="list-style-type: none"> <li>• <b>about the benefits of safe internet use e.g. learning, connecting and communicating</b></li> <li>• <b>how and why images online might be manipulated, altered, or faked</b></li> <li>• how to recognise when images might have been altered</li> <li>• <b>why people choose to communicate through social media and some of the risks and challenges of doing so</b></li> <li>• <b>that social media sites have age restrictions and regulations for use</b></li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• <b>how online content can be designed to manipulate people’s emotions and encourage them to read or share things</b></li> <li>• <b>about sharing things online, including rules and laws relating to this</b></li> <li>• <b>how to recognise what is appropriate to share online</b></li> <li>• <b>how to report inappropriate online content or contact</b></li> </ul>	1 Decision (8-11) Computer safety – making friends online  NSPCC Share Aware Lesson 2 – Lucy and the boy <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</a>  Childnet Trust Me Lessons (saved)
	<b>Money and Work</b>  Influences and attitudes to money; money and financial risks  PoS Refs: L18, L22, L23, L24	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• <b>how having or not having money can impact on a person’s emotions, health and wellbeing</b></li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	Gamble Aware Lesson 2 – Chancing it (saved)  Lessons about keeping our money safe – Age 9-11 Paying for the things we want (Activity 7: Spending wisely; Activity 8: It’s tempting – credit and debt; Activity 9: Danger – watch out for sharks!) (saved)



<p>Year 6 – Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></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, H42, R19</p>	<ul style="list-style-type: none"> <li>• <b>that mental health is just as important as physical health and that both need looking after</b></li> <li>• <b>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</b></li> <li>• <b>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</b></li> <li>• <b>positive strategies for managing feelings</b></li> <li>• <b>that there are situations when someone may experience mixed or conflicting feelings</b></li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• <b>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</b></li> <li>• <b>identify where they and others can ask for help and support with mental wellbeing in and outside school</b></li> <li>• <b>the importance of asking for support from a trusted adult</b></li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• <b>about strategies that can help someone cope with the feelings associated with change or loss</b></li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• <b>how balancing time online with other activities helps to maintain their health and wellbeing</b></li> <li>• <b>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</b></li> <li>• <b>what to do and whom to tell if they are frightened or worried about something they have seen online</b></li> </ul>	<p>1 Decision (8-11) Feeling and emotions – anger</p> <p>PSHE Association Mental Health and Wellbeing Lessons (KS2 Y5/6) – Lesson 2 (Managing challenges and change) and Lesson 3 (Feelings and anxieties when transitioning to secondary school) (saved)</p> <p>NSPCC – Making sense of relationships lesson – Healthy Online Friendships (saved)</p> <p>Public Health England – Rise above - Social media (saved)</p> <p>The Guardian – Lesson 3 – Managing feelings about the news (saved)</p> <p>Childnet: Screen time and healthy balance activities (saved)</p> <p><i>Dimensions: A World of Bright Ideas - Autumn</i></p>
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	<p><b>Growing and changing</b></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"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• <b>about the transition to secondary school and how this may affect their feelings</b></li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• <b>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</b></li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p>1 Decision (8-11) Feelings and emotions - worry</p> <p>NSPCC Making Sense of relationships – Secondary school and Changing friendships (saved)</p> <p>Public Health England – Transition to secondary school (saved)</p> <p>1 Decision (8-11) Growing and changing – Conception</p> <p>Medway Public Health Directorate Primary RSE – KS2 Y6 Lessons (saved)</p>
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	<p><b>Keeping safe</b></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"> <li>• <b>how to protect personal information online</b></li> <li>• to identify potential risks of personal information being misused</li> <li>• <b>strategies for dealing with requests for personal information or images of themselves</b></li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• 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</li> <li>• <b>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</b></li> <li>• <b>how to report the misuse of personal information or sharing of upsetting content/images online</b></li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• <b>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</b></li> <li>• <b>about the risks and effects of different drugs</b></li> <li>• <b>about the laws relating to drugs common to everyday life and illegal drugs</b></li> <li>• <b>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</b></li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p>BBFC KS2 Resources - Lets Watch a film! Making choices about what to watch (saved)</p> <p>Childnet - Live streaming scenarios (saved)</p> <p>1 Decision (8-11) Keeping/staying healthy – alcohol</p> <p>1 Decision (8-11) - Keeping/staying healthy – smoking</p> <p>Twinkl – Drug and substance misuse (saved)</p> <p><i>Arrange visit from police?</i></p>
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