



Ark John Archer Primary Academy *PSHE / RSE*



PSHE, Relationships and Sex Education: *Rationale*

The Ark John Archer PSHE Curriculum intends to lay the foundations for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. With the knowledge that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely, the subject content has been developed to equip our pupils with the knowledge and capability to take care of themselves and receive support if problems arise. Establishing an awareness of mental wellbeing and an understanding of how to be healthy (with links to the Sports and Health Curriculum), are both essential components of PSHE teaching.

The content of our PSHE Curriculum supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The curriculum is therefore taught with frequent reference to our school values: *aspiration, respect, achievement, community, resilience and kindness*.

Based on the new guidance for schools for the teaching of PSHE, Relationships Education, Relationships and Sex Education (RSE) and Health Education and the extensive research and publications by the PSHE association we have created three strands for our teaching of PSHE:

Relationships

Living in the Wider World

Health and Well-being

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. Aspects of Relationships Education are taught as an integral part of the school's PSHE provision from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. Reception and Key Stage One start with the family, exploring the role of a family first before moving on to discussing healthy relationships and resolutions to conflict in Key Stage Two. We explicitly teach pupils that all families are different and that there is no fixed model of what a normal family looks like. **Friendships** are taught throughout Key Stages One and Two, exploring caring and respectful friendships. Children learn about the characteristics of healthy friendships early before moving on to explore move in depth topics such as trust and resolution. We teach about **internet and online safety and friendships** throughout all year groups, with a deeper focus in Upper Key Stage Two as this is when it is most relevant for the majority of pupils in our school. We have deliberately loaded most of the content in this area towards the top of Key Stage Two to ensure that children will leave the school with a good awareness and healthy respect of online digital citizenship. Links are made to the Computing Curriculum with frequent reference towards developing a safe approach to online activity. **Physical Health and Mental Well-being** teaching explores the ways in which a healthy body and healthy mind can be maintained through dietary choices and fitness routines, while discovering the risks and dangers that are increasingly prevalent within society, such as drugs, tobacco and alcohol. In Upper Key Stage Two, pupils gain an understanding of the natural changes that occur to an adolescent body, learn how to look after themselves and their hygiene, and practise basic first aid skills. **First Aid** is taught in both Key Stage One and Key Stage Two, starting with the basics of who to call, and how to call, when emergency services are needed. In Key Stage Two pupils progress to looking at basic first aid knowledge and training (wherever possible we will aim to use British Red Cross or external parties to support in delivery and training in our school). **Physical Health and Fitness** content is taught mostly through the Science Curriculum and our Sports Health and Fitness lessons. Where links exist, we make these explicit and ensure that all learning is contextualised making it relevant to our pupils within our local community.

Sex Education: The content of our curriculum covers everything that primary schools should teach about relationships and health, including puberty. Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. We invite colleagues such as our School Nurse & Health Services to support the delivery of this. Sex education is defined in this policy preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

PSHE, Relationships and Sex Education: *Our Aims*

- Pupils learn how to develop healthy relationships between both family and friends, as well as online, built on a mutual respect and acceptance for difference and the viewpoints of others.
- Pupils learn how to maintain a healthy mental well-being, growing increasingly capable to overcome difficulties and take care of themselves, identifying when support is needed and drawing upon this for the better.
- Pupils learn how to maintain a healthy body, making connections with personal health, hygiene and fitness and the impact this has on both mental and physical well-being – they identify ways to improve their health and develop more effective habits within their lifestyles.
- Pupils develop a sense of character, resilience and perseverance that is fundamental to their success and happiness within society – they are motivated by achievement and intrinsic reward, and the self-belief that they can achieve both personal and academic goals.
- Pupils feel confident to take on, and overcome, challenges that they are faced with. They make informed decisions and know where and how to seek support if problems arise.
- Pupils develop confidence in talking, listening and thinking about feelings and relationships. The curriculum provides a framework in which sensitive discussions can take place.
- Pupils are prepared for growing up and changes that they will come across, including an understanding of the basic changes that will happen during puberty. They learn the correct vocabulary to describe themselves and their bodies and use this with confidence to communicate.

PSHE, Relationships and Sex Education: *Our Approach*

- *Values*: each half-term is assigned a value (*aspiration, respect, achievement, community, resilience and kindness*), which is taught explicitly within every classroom and around the school. Teachers track examples from their class of where a pupil has demonstrated the value, awarding *notes to say* to celebrate achievements with pupils' families.
- *Assemblies*: each and every week at Ark John Archer launches with a whole-school assembly focussed on the value of the half term, with stories and exemplars from within the school, local and global communities shared to teach and reinforce pupils' understanding of how to best demonstrate the value. At the ends of every week, a celebration assembly brings the whole-school back together again to celebrate where pupils have been successful in demonstrating these values – a certificate is awarded, accompanied by narration from the class teacher.
- *Reflection*: at the end of every day, teachers and pupils come together to reflect on the day with reference to the whole-school values. They identify strengths in the day and areas of development / targets for the coming day, both as a collective and individually.
- *Circle time / PSHE lessons*: PSHE lessons are taught as their own subject with dedicated time set aside on the class timetable, following the progression maps as shown below. Adaptations are made where necessary, based on pupils' needs and behaviours. Sessions are often taught in the round with a focus on speaking and listening.
- *Pupil voice*: throughout the school, opportunities to develop pupil talk and collaboration are seized. Pupils are nominated by their peers to represent classes at school council, act as class ambassadors and perform roles and responsibilities that contribute to the aims and values of the wider school community. Pupil conferences are held frequently to hear, and respond to, pupil opinions and preferences.

PSHE, Relationships and Sex Education: Knowledge Progression Map

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

Year 1 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and Friendships Roles of different people; families; feeling cared for.	<ul style="list-style-type: none"> people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. the role these different people play in children's lives and how they care for them. what it means to be a family and how families are different (e.g. single parents, same-sex parents, etc.). the importance of telling someone — and how to tell them — if worried about something in their family.
	Safe Relationships Recognising privacy; staying safe; seeking permission.	<ul style="list-style-type: none"> situations when someone's body or feelings might be hurt and whom to go to for help. what it means to keep something private, including parts of the body that are private. identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). how to respond if being touched makes them feel uncomfortable or unsafe. when it is important to ask for permission to touch other. how to ask for and give/not give permission.
	Respecting ourselves and others How behaviour affects others; being polite and respectful.	<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. what respect means. 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.	<ul style="list-style-type: none"> examples of rules in different situations (e.g. class rules, rules at home, rules outside). 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).
	Media literacy and Digital resilience Using the internet and digital devices; communicating online.	<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.
	Money and Work Strengths and interests; jobs in the community.	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school. about how different strengths and interests are needed to do different jobs. about people whose job it is to help us in the community. about different jobs and the work people do.
Summer: Health and Wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety.	<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. basic hygiene routines (e.g. hand washing). healthy and unhealthy foods, including sugar intake. physical activity and how it keeps people healthy. different types of play, including balancing indoor, outdoor and screen-based play. people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. how to keep safe in the sun.
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong.	<ul style="list-style-type: none"> recognise what makes them special and unique including 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. different kinds of feelings. how to recognise feelings in themselves and others. how feelings can affect how people behave.
	Keeping safe How rules and age restrictions help us; keeping safe online.	<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.

Year 2 Termly Overview		
Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Making friends; feeling lonely and getting help	<ul style="list-style-type: none"> • how to be a good friend (e.g. kindness, listening, honesty). • different ways that people meet and make friends • strategies for positive play with friends (e.g. joining in, including others, etc.). • what causes arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • how to positively resolve arguments between friends
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	<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. • what bullying is and different types of bullying. • how someone may feel if they are being bullied. • the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. • how to resist pressure to do something that feels uncomfortable or unsafe. • how to ask for help if they feel unsafe or worried and what vocabulary to use.
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions.	<ul style="list-style-type: none"> • 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.
Spring: Living in the Wider World	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community.	<ul style="list-style-type: none"> • being a part of different groups, and the role they play in these groups (e.g. class, teams, faith groups). • different rights and responsibilities that they have in school and the wider community. • 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.
	Media literacy and Digital resilience The internet in everyday life; online content and information.	<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.
	Money and Work What money is; needs and wants; looking after money.	<ul style="list-style-type: none"> • 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. • 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.
Summer: Health and Wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	<ul style="list-style-type: none"> • 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. • 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.

		<ul style="list-style-type: none"> • when and how to ask for help, and how to help others, with their feelings.
	<p>Growing and changing Growing older; naming body parts; moving class or year.</p>	<ul style="list-style-type: none"> • the human life cycle and how people grow from young to old. • how our needs and bodies change as we grow up. • change as people grow up, including new opportunities and responsibilities. • preparing to move to a new class and setting goals for next year.
	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies.</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. • 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. • 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.

Year 3 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	<p>Families and friendships What makes a family; features of family life</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. that being part of a family provides support, stability and love. about the positive aspects of being part of a family, such as spending time together and caring for each other. the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. to identify if/ when something in a family might make someone upset or worried. what to do and whom to tell if family relationships are making them feel unhappy or unsafe.
	<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<ul style="list-style-type: none"> what is appropriate to share with friends, classmates, family and wider social groups including online. 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. the effects and consequences of bullying for the people involved. bullying online, and the similarities and differences to face-to-face bullying. what to do and whom to tell if they see or experience bullying or hurtful behaviour.
	<p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</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.
Spring: Living in the Wider World	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</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. 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 How the internet is used; assessing information online.</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. 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 Different jobs and skills; job stereotypes; setting personal goals.</p>	<ul style="list-style-type: none"> 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. 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). 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.

Summer: Health and Wellbeing	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> • 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. • 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. • the things that affect feelings both positively and negatively. • strategies to identify and talk about their feelings. • 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>Growing and changing Personal strengths and achievements; managing and reframing setbacks.</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). • 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 Risks and hazards; safety in the local environment and unfamiliar places.</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, in the kitchen). • 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.

Year 4 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Positive friendships, including online.	<ul style="list-style-type: none"> • 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.
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online.	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online. • how to respond if they witness or experience hurtful behaviour or bullying, including online. • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. • how to manage pressures associated with dares. • when it is right to keep or break a confidence or share a secret. • how to recognise risks online such as harmful content or contact. • how people may behave differently online including pretending to be someone they are not. • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively.	<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). • the importance of respecting the differences and similarities between people. • a vocabulary to sensitively discuss difference and include everyone.
Spring: Living in the Wider World	Belonging to a community What makes a community; shared responsibilities.	<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. • the different groups that make up and contribute to a community. • 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.
	Media literacy and Digital resilience How data is shared and used.	<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.
	Money and Work Making decisions about money; using and keeping money safe.	<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: Health and Wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.	<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.

		<ul style="list-style-type: none"> • 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. • the things that affect feelings both positively and negatively. • strategies to identify and talk about their feelings. • 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>Growing and changing Personal identity; recognizing individuality and different qualities; mental wellbeing.</p>	<ul style="list-style-type: none"> • personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. • that for some people their gender identity does not correspond with their biological sex. • how to recognise, respect and express their individuality and personal qualities. • ways to boost their mood and improve emotional wellbeing. • the link between participating in interests, hobbies and community groups and mental wellbeing.
	<p>Keeping safe Medicines and household products; drugs common to everyday life.</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.

Year 5 Termly Overview

Term	Topic	Key Learning
<p>Autumn: Relationships</p>	<p>Families and friendships Managing friendships and peer influence.</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. • 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>Safe relationships Physical contact and feeling safe.</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 Responding respectfully to a wide range of people; recognising prejudice and discrimination.</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>Spring: Living in the Wider World</p>	<p>Belonging to a community Protecting the environment; compassion towards others.</p>	<ul style="list-style-type: none"> • 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. • the way that money is spent and how it affects the environment. • to express their own opinions about their responsibility towards the environment.
	<p>Media literacy and Digital resilience How information online is targeted; different media types; their role and impact.</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>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future. • the role ambition can play in achieving a future career. • how or why someone might choose a certain career. • 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. • stereotyping in the workplace, its impact and how to challenge it. • that there is a variety of routes into work (e.g. college, apprenticeships, university, training).
<p>Summer: Health and Wellbeing</p>	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle. • healthy sleep strategies and how to maintain them. • 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>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs. • the physical and emotional changes during puberty. • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • strategies to manage the changes during puberty including menstruation. • the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • how to discuss the challenges of puberty with a trusted adult. • how to get information, help and advice about puberty.
	<p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM.</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 law. • what to do and whom to tell if they think they or someone they know might be at risk of FGM.

Year 6 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	<p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships. • that people who love each other can be of any gender, ethnicity or faith. • the difference between gender identity and sexual orientation and everyone's right to be loved. • 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>Safe relationships Recognising and managing pressure; consent in different situations.</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship. • 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>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<ul style="list-style-type: none"> • 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.
Spring: Living in the Wider World	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes.</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 this.
	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online.</p>	<ul style="list-style-type: none"> • 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.

	<p>Money and Work Influences and attitudes to money; money and financial risks</p>	<ul style="list-style-type: none"> • the role that money plays in people’s lives, attitudes towards it and what influences decisions about money. • 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. • common risks associated with money, including debt, fraud and gambling. • how money can be gained or lost (e.g. stolen, through scams or gambling) and how these put people at financial risk. • how to get help if they are concerned about gambling or other financial risks.
<p>Summer: Health and Wellbeing</p>	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</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. • 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. • the process of grieving and how grief can be expressed. • 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>Growing and changing Human reproduction and birth; increasing independence; managing transitions.</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up (e.g. increasing independence). • what being more independent might be like, including how it may feel. • the transition to secondary school and how this may affect their feelings. • how relationships may change as they grow up or move to secondary school. • practical strategies that can help to manage times of change and transition (e.g. practising the bus route to secondary school). • identify the links between love, committed relationships and conception. • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. • how pregnancy occurs (i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb). • that pregnancy can be prevented with contraception. • the responsibilities of being a parent or carer and how having a baby changes someone’s life.
	<p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</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; what the impact of this might be.

		<ul style="list-style-type: none">• 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.• 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.• the risks and effects of different drugs.• 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.• the organisations where people can get help and support concerning drug use.• how to ask for help if they have concerns about drug use.• mixed messages in the media relating to drug use and how they might influence opinions and decisions.
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