

# PSHE Curriculum 2024-2025

Long-term and Medium-term Planning

**Kernow** Learning



**The Bishops'**  
CofE Learning Academy

	<b>Autumn</b> <b>Living in the wider world</b> Belonging to a community; Digital Literacy Money and work	<b>Spring</b> <b>Health and wellbeing</b> Keeping safe Physical health and Mental wellbeing Growing and changing	<b>Summer 1:</b> <b>Relationships</b> Families and friendships Respecting ourselves and others	Summer 2: RSE (including growing and changing/safe relationships)
Year 1	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	How rules and age restrictions help us; keeping safe online Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong	Roles of different people; families; feeling cared for How behaviour affects others; being polite and respectful	Separate curriculum which is planned in conjunction with the PSHE curriculum using resources from Baranardo's, Brooke and the Christopher Winters Project.
Year 2	Belonging to a group; roles and responsibilities; being the same and different in the community What money is; needs and wants; looking after money	Safety in different environments; risk and safety at home; emergencies Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Making friends; feeling lonely and getting help; recognising things in common and differences; playing and working cooperatively; sharing opinions	
Year 3	The value of rules and laws; rights, freedoms and responsibilities Different jobs and skills; job stereotypes; setting personal goals	Risks and hazards; safety in the local environment and unfamiliar places Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and reframing setbacks	What makes a family; features of family life; recognising respectful behaviour; the importance of self-respect; courtesy and being polite	
Year 4	What makes a community; shared responsibilities Making decisions about money; using and keeping money safe	Medicines and household products; drugs common to everyday life Maintaining a balanced lifestyle; oral hygiene and dental care	Respecting differences and similarities; discussing difference sensitively; Positive friendships, including online	
Year 5	Protecting the environment; compassion towards others Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Keeping safe in different situations, including responding in emergencies, first aid Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental wellbeing	Responding respectfully to a wide range of people; recognising prejudice and discrimination; Managing friendships and peer influence	
Year 6	Valuing diversity; challenging discrimination and stereotypes Influences and attitudes to money; money and financial risks	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Expressing opinions and respecting other points of view, including discussing topical issues; Recognising and managing pressure; consent in different situations.	

## Living in the Wider World

### Shared Responsibilities

By the end of KS1, pupils will have learnt...

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

By the end of KS2, pupils will have learnt...

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

### Communities

By the end of KS1, pupils will have learnt...

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

By the end of KS2, pupils will have learnt...

- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### Media Literacy and Digital Resilience

By the end of KS1, pupils will have learnt...

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

By the end of KS2, pupils will have learnt...

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

## Living in the wider world

### Economic Wellbeing: Money

By the end of KS1, pupils will have learnt...

L10. what money is; forms that money comes in; that money comes from different sources  
L11. that people make different choices about how to save and spend money  
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  
L13. that money needs to be looked after; different ways of doing this

By the end of KS2, pupils will have learnt...

L17. about the different ways to pay for things and the choices people have about this  
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'  
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  
L20. to recognise that people make spending decisions based on priorities, needs and wants  
L21. different ways to keep track of money  
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations  
L24. to identify the ways that money can impact on people's feelings and emotions

### Economic Wellbeing: Career and Aspirations

By the end of KS1, pupils will have learnt...

L14. that everyone has different strengths  
L15. that jobs help people to earn money to pay for things  
L16. different jobs that people they know or people who work in the community do  
L17. about some of the strengths and interests someone might need to do different jobs

By the end of KS2, pupils will have learnt...

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them  
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid  
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  
L31. to identify the kind of job that they might like to do when they are older  
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

## Health and Wellbeing

### Healthy lifestyles (physical wellbeing)

By the end of KS1, pupils will have learnt...

H1. about what keeping healthy means; different ways to keep healthy  
H2. about foods that support good health and the risks of eating too much sugar  
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  
H4. about why sleep is important and different ways to rest and relax  
H5. simple hygiene routines that can stop germs from spreading  
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  
H8. how to keep safe in the sun and protect skin from sun damage  
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  
H10. about the people who help us to stay physically healthy

By the end of KS2, pupils will have learnt...

H1. how to make informed decisions about health  
H2. about the elements of a balanced, healthy lifestyle  
H3. about choices that support a healthy lifestyle, and recognise what might influence these  
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  
H5. about what good physical health means; how to recognise early signs of physical illness  
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)  
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

## Health and Wellbeing

### Ourselves, growing and changing

By the end of KS1, pupils will have learnt...

H21. to recognise what makes them special  
H22. to recognise the ways in which we are all unique  
H23. to identify what they are good at, what they like and dislike  
H24. how to manage when finding things difficult  
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  
H26. about growing and changing from young to old and how people's needs change  
H27. about preparing to move to a new class/year group

\*H25 & H26 are taught through the RSE and science curriculum

By the end of KS2, pupils will have learnt...

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  
\*H26. that for some people gender identity does not correspond with their biological sex  
H27. to recognise their individuality and personal qualities  
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  
\*H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  
\*H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)  
\*H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  
\*H33. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born  
\*H34. about where to get more information, help and advice about growing and changing, especially about puberty  
H35. about the new opportunities and responsibilities that increasing independence may bring  
H36. strategies to manage transitions between classes and key stages

\*are taught through the RSE and science curriculum

### Drugs, alcohol and tobacco

By the end of KS1, pupils will have learnt...

H37. about things that people can put into their body or on their skin; how these can affect how people feel

By the end of KS2, pupils will have learnt...

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping  
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns



## Health and Wellbeing

### Keeping Safe

By the end of KS1, pupils will have learnt...

H28. about rules and age restrictions that keep us safe  
H29. to recognise risk in simple everyday situations and what action to take to minimise harm  
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  
H31. that household products (including medicines) can be harmful if not used correctly  
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  
H33. about the people whose job it is to help keep us safe  
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  
H35. about what to do if there is an accident and someone is hurt  
H36. how to get help in an emergency (how to dial 999 and what to say

By the end of KS2, pupils will have learnt...

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  
H38. how to predict, assess and manage risk in different situations  
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  
H43. about what is meant by first aid; basic techniques for dealing with common injuries  
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  
H45. 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.

H45 is taught through the RSE curriculum

### Mental Health

By the end of KS1, pupils will have learnt...

H11. about different feelings that humans can experience  
H12. how to recognise and name different feelings  
H13. how feelings can affect people's bodies and how they behave  
H14. how to recognise what others might be feeling  
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  
H16. about ways of sharing feelings; a range of words to describe feelings  
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

By the end of KS2, pupils will have learnt...

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  
H17. to recognise that feelings can change over time and range in intensity  
H18. about everyday things that affect feelings and the importance of expressing feelings  
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

## Relationships

### Family and positive relationships

By the end of KS1, pupils will have learnt...	By the end of KS2, pupils will have learnt...
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><i>R3 is taught through the RSE curriculum</i></p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><i>R2 is taught through the RSE curriculum</i></p>

### Friendships

By the end of KS1, pupils will have learnt...	By the end of KS2, pupils will have learnt
<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>



## Relationships

### Managing Hurtful Behaviour and Bullying

By the end of KS1, pupils will have learnt...

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
R11. about how people may feel if they experience hurtful behaviour or bullying  
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

By the end of KS2, pupils will have learnt...

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
R21. about discrimination: what it means and how to challenge it

### Safe Relationships

By the end of KS1, pupils will have learnt...

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  
R14. that sometimes people may behave differently online, including by pretending to be someone they are not  
R15. how to respond safely to adults they don't know  
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought  
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe  
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

*R13 is taught through the RSE curriculum*

By the end of KS2, pupils will have learnt

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  
R26. about seeking and giving permission (consent) in different situations  
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

*Consent (R26, R28, R25) is taught through the RSE curriculum also*

## Respecting self and others

By the end of KS1, pupils will have learnt...

R21. about what is kind and unkind behaviour, and how this can affect others  
R22. about how to treat themselves and others with respect; how to be polite and courteous  
R23. to recognise the ways in which they are the same and different to others  
R24. how to listen to other people and play and work cooperatively  
R25. how to talk about and share their opinions on things that matter to them

By the end of KS2, pupils will have learnt...

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

## Relationships

### Respecting self and others

By the end of KS1, pupils will have learnt...

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

By the end of KS2, pupils will have learnt...

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

# Year 1 Medium Term Overview

<b>Autumn: Living in the wider world</b>	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	In this topic, we will learn... <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>
	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online PoS Refs: L7, L8	In this topic, we will learn... <ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>
	<b>Money and Work</b> Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	In this topic we will learn... <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>
<b>Spring: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	In this topic we will learn... <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists</li> <li>• how to keep safe in the sun</li> </ul>
	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	In this topic we will learn... <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>
	<b>Keeping safe</b> How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	In this topic we will learn... <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>
<b>Summer: Relationships (RSE in Summer 2)</b>	<b>Families and friendships</b> Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>

# Year 2 Medium Term Overview

<b>Autumn: Living in the wider world</b>	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	In this topic, we will learn... <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information PoS Refs: L8, L9	In this topic, we will learn... <ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>
	<b>Money and Work</b> What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	In this topic we will learn... <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>
<b>Spring: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	In this topic we will learn... <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>
	<b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	In this topic we will learn... <ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• 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</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>
<b>Summer: Relationships (RSE in Summer 2)</b>	<b>Families and friendships</b> Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>
	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>

# Year 3 Medium Term Overview

<p><b>Autumn: Living in the wider world</b></p>	<p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities 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><b>Media literacy and Digital resilience</b> How the internet is used; assessing information online PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
	<p><b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals 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><b>Spring: Health and Wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<p>In this topic we will learn...</p> <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>
	<p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks 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><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places 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 firework safety</li> </ul>
<p><b>Summer: Relationships (RSE in Summer 2)</b></p>	<p><b>Families and friendships</b> What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9</p>	<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>
	<p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30</p>	<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>



# Year 4 Medium Term Overview

<b>Autumn: Living in the wider world</b>	<b>Belonging to a community</b> What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</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>
	<b>Media literacy and Digital resilience</b> How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
	<b>Money and Work</b> Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<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 plastic</li> </ul>
<b>Spring: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<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>
	<b>Keeping safe</b> Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	<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>
	<b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing,</li> <li>• strategies to manage the changes during puberty including menstruation</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> <li>• how to get information, help and advice about puberty</li> </ul>
<b>Summer: Relationships (RSE in Summer 2 includes Growing and Changing unit included in Health and Wellbeing theme)</b>	<b>Families and friendships</b> Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<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>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>



# Year 5 Medium Term Overview

<b>Autumn: Living in the wider world</b>	<b>Belonging to a community</b> Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<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>
	<b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<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>
	<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<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, 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>
<b>Spring: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>
	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid PoS Refs: H38, H43, H44, H45	<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>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency service</li> </ul>
	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	<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> </ul>
<b>Summer: Relationships (RSE in Summer 2)</b>	<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>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</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>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>
	<b>Safe relationships</b> Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</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>• 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</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>
		<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> </ul>

# Year 6 Medium Term Overview

<p><b>Autumn: Living in the wider world</b></p>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>
	<p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>
	<p><b>Money and Work</b> Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24</p>	<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>• how having or not having money can impact on a person’s emotions, health and wellbeing</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>
<p><b>Spring: Health and Wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</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>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
	<p><b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</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>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• about the risks and effects of different drugs, both legal and illegal</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> </ul>
	<p><b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• <i>identify the links between love, committed relationships and conception</i></li> <li>• <i>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</i></li> <li>• <i>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</i></li> <li>• <i>that pregnancy can be prevented with contraception<sup>2</sup></i></li> <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>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> </ul>
		<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> </ul>