



Relationships Education and Health Education Policy

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INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy in the summer term 2020. (Due to the Covid-19 pandemic, schools may need to delay the consultation process until schools re-open. In this case, consultation will take place during the first month of schools reopening.)

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Talbot Primary School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- We have a responsibility to ensure that we do in school is worthwhile for the individual, the school and society.
- We learn best from one another and enrich each other's lives; therefore we respect each other's cultures, faiths and beliefs.
- We must prepare children so that they are able to live fulfilled lives as good and responsible global citizens by promoting honesty, integrity, empathy and trust.
- Children must strive for success, through dedication and resilience.
- We all contribute and make a difference, individually and collectively and have both the right skills and right attitude whatever our role in school may be.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Talbot Primary school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils (or year 5 pupils if you keep this in line with the NC y5 objective) will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Headteacher who will advise parents on how to withdraw.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons linked to the JIGSAW personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.



Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Poole we are mindful of the Local Authority plan to tackle health inequalities and promote health and well-being, particularly in areas of higher deprivation. 5,350 children and young people aged 0-25 in BCP (5% of the population) live in the 10% most deprived areas in England. The Children and young people plan 2021-2024 has identified a number of key areas of focus which include: children and young people being fulfilled, happy, included. [Enc. 1 for The BCP Children and Young Peoples Plan.pdf \(bcpcouncil.gov.uk\)](#)

ROLES AND RESPONSIBILITIES

The governing body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The leader for RHE at Talbot Primary School is Lorna Arnold



Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.



APPENDIX 1 – Expectations for Relationships Education

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

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

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

APPENDIX 3 – RHE CURRICULUM OVERVIEW

PSHE and safety curriculum overview

This overview sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. As a school we have chosen to follow the model provided by the PSHE Association, as the experts in this subject.

Although the overview organises content under different headings from those used in the content grids of the Department for Education’s statutory guidance on [Relationships Education, RSE and Health education](#), all of the statutory requirements for each phase are covered, within our comprehensive PSHE curriculum.

You will see that this document sets out:

a long-term plan for the year across all year groups

separate, more detailed grids for each year group, setting out learning objectives for each half-term **links to resources** (both PSHE Association resources and resources carrying the Association’s Quality Mark*) that support each module.

The PSHE curriculum follows best practice principles, building developmental progression by revisiting themes year on year, building on and extending prior learning.

As a school, we have elected to follow a thematic approach to our PSHE education, covering all three core themes of the programme of study (Health & Wellbeing; Relationships; and living in the Wider World) over the school year, with three topics per term. This approach enables different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in medium term planning. Teachers are encouraged to build in lessons each half term that directly address the needs of their class that become apparent over time. This fluid response to the needs of the children means that we can give bespoke support at the point when it is needed, which will help us ensure that our pupils are happy, safe and well.

Within this programme, sits our safeguarding curriculum. It is designed to help teach children how to stay safe, in mind and body. There are threads which run throughout, including: relationships education and consent; risks & hazards; digital safety; healthy body; healthy mind; first aid; financial security and specific safety elements such as road, rail, water, fire, sun and drugs. These elements are shown in colour-coded smaller text on the curriculum overview shown overleaf.



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

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for <i>PoS Refs: R1, R2, R3, R4, R5</i>	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family 	PSHE Association - Families Medway Public Health Directorate - Changing and growing up NSPCC – Talk PANTS
	Safe relationships Recognising privacy; staying safe; seeking permission <i>PoS Refs: R10, R13, R15, R16, R17</i>	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, 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 others how to ask for and give/not give permission 	PSHE Association - Consent lesson packs NSPCC – Talk PANTS
	Respecting ourselves and others How behaviour affects others; being polite and respectful <i>PoS Refs: R21, R22</i>	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	Curiosity Library (£) PSHE Association – Friendship and bullying PSHE Association – Ground rules, rule
Spring — Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment <i>PoS Refs: L1, L2, L3</i>	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	Environment Agency – Caring for the Environment and Careers PSHE Association – Ground rules, rule



Spring — Living in the wider world	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<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 	BBFC - 'Watch Out! Helping to make good viewing choices'
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<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 	BBFC - 'Watch Out! Helping to make good viewing choices' The CEC – Career Explorers
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health PSHE Association - Keeping safe: sun safety Curiosity Library (£) PSHE Association – Learning and playing together
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	PSHE Association – Mental health and wellbeing Medway Public Health Directorate - Changing and growing up PSHE Association - Personal identity Curiosity Library (£)
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	<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 	Thinkuknow: Jessie and Friends BBFC - 'Watch Out! Helping to make good viewing choices' PSHE Association – Ground rules, rule

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	PSHE Association – Friendship and bullying PSHE Association – Learning and playing together
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use 	Thinkknow Jessie and Friends NSPCC – Talk PANTS PSHE Association – Friendship and bullying
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	PSHE Association – Belonging and community: addressing discrimination and extremism Curiosity Library (£) PSHE Association – Friendship and bullying PSHE Association – Learning and playing together
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 PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community 	PSHE Association – Belonging and community: addressing discrimination and extremism Curiosity Library (£)
	Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9	<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 	BBFC - 'Watch Out! Helping to make good viewing choices'
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	
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 PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - The Sleep Factor PSHE Association – Mental health and wellbeing PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education (Year 1-2) Winston's Wish – Loss and bereavement Curiosity Library (£)
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	Medway Public Health Directorate - Changing and growing up Curiosity Library (£) NSPCC – Talk PANTS
	Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	PSHE Association – Drug and Alcohol Education (Year 1-2) PSHE Association - Keeping safe at home PSHE Association - Keeping safe: sun safety PSHE Association - Road and rail safety

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships What makes a family ; features of family life PoS Refs: R1, R6, R7, R8, R9	<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 about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>PSHE Association - Families Coram Life Education – The Adoptables’ Schools Toolkit</p> <p>Curiosity Library (£)</p> <p>NSPCC – Talk PANTS</p> <p>The Rez</p>
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family & wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>PSHE Association - Consent lesson packs Our Class - Caring Friendships PSHE Association – pick your pics PSHE Association – Friendship and bullying</p>
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	<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 	<p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p>
Spring — Living in the wider world	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>Environment Agency – Caring for the Environment and Careers</p> <p>Curiosity Library (£)</p>
	Media literacy and Digital resilience How the internet is used, assessing information online PoS Refs: L11, L12	<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>National Cyber Security Centre - CyberSprinters</p> <p>Curiosity Library (£)</p>
Spring — Living in the wider world	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common misconceptions and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements & how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>LOUD! Network - Job skills, influences and goals</p> <p>Environment Agency – Flood alert</p> <p>Environment Agency – Caring for the Environment and Careers</p> <p>The CEC – Career Explorers</p>
Summer — Health and wellbeing	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	<ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association – Mental health and wellbeing</p> <p>Curiosity Library (£)</p>
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	<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 schoolwork 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>PSHE Association - Personal identity</p> <p>The CEC – Career Explorers</p>
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4)</p> <p>Environment Agency – Canal and river safety / Flood alert</p> <p>PSHE Association - Keeping safe at home</p> <p>PSHE Association - Firework safety</p> <p>PSHE Association - Road and rail safety</p>

YEAR 4 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	Our Class - Caring Friendships Curiosity Library (£) PSHE Association – Friendship and bullying The Rez
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<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 to 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 	Our Class - Caring Friendships National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics Curiosity Library (£) NSPCC – Talk PANTS PSHE Association – Friendship and bullying
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<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, dislikes and aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	PSHE Association – Friendship and bullying
Spring — Living in the wider world	Belonging to a community What makes a community ; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about individuals & groups that help local communities including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	PSHE association Belonging and community: addressing discrimination and extremism RSPCA - Compassionate class KS2
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	<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 	National Cyber Security Centre - CyberSprinters Curiosity Library (£)
Spring — Living in the wider world	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<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 	PSHE Association - Money and wellbeing
Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<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 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health
	Growing and changing 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"> how to identify external genitalia and reproductive organs about 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 	Medway Public Health Directorate - Changing and growing up
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	<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 	PSHE Association – Drug and Alcohol Education (Year 3-4) PSHE Association - Keeping safe at home

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships 	PSHE Association - Firework safety Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics PSHE Association – Friendship and bullying Sure – Breaking Limits The Rez NCA-CEOP Education – Connect NCA – Making the right #CyberChoices PSHE Association - Consent lesson packs Our Class - Caring Friendships GHLL - Understanding consent NSPCC – Talk PANTS
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<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 	Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons PSHE Association – Friendship and bullying Sure – Breaking Limits NCA-CEOP Education – Connect Internet Matters - Digital Matters Our Class - Caring Friendships Curiosity Library (£)
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<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 	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue
Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	Guardian foundation and National Literacy Trust - NewsWise City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters Curiosity Library (£) NCA-CEOP Education – Connect
Spring — Living in the wider world	Media literacy and Digital resilience How information online is targeted ; different media types, their role and impact PoS Refs: L12, L14	<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 	LOUD! Network - Job skills, influences and goals The CEC – Career Explorers
	Money and Work Identifying job interests and aspirations ; what influences career choices ; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	PSHE Association – The Sleep factor PSHE Association - Keeping safe: sun safety Curiosity Library (£) PSHE Association – Drug and Alcohol Education (Year 5-6)
Summer — Health and wellbeing	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heatstroke 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 	PSHE Association Mental Health and wellbeing PSHE Association - Personal identity Sure – Breaking Limits The CEC – Career Explorers St John Ambulance: 'First Aid Training in School' lesson plans, KS2
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> about 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 about the link between participating in interests, hobbies and community groups and mental wellbeing 	Environment Agency – Canal and river safety / Flood alert PSHE Association and GambleAware - Lesson 1 Exploring risk PSHE Association - Keeping safe: FGM PSHE Association - Firework safety NCA – Making the right #CyberChoices
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM 	

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<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 about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage/civil partnership mean e.g. a legal declaration of commitment made by to 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 	Medway Public Health Directorate Primary RSE PSHE Association – Committed relationships and family life
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations 	Thinkuknow Play Like Share PSHE Association - Consent lesson packs Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics GHLL - Understanding consent PSHE Association – Friendship and bullying The Rez NCA-CEOP Education – Connect NCA – Making the right #CyberChoices
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements 	Internet Matters - Digital Matters
Spring — Living in the wider world	Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	<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 	PSHE association Belonging and community: addressing discrimination and extremism Changing Faces - A World of Difference
	Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	<ul style="list-style-type: none"> about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate via social media & some of the risks/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 	BBFC - lessons Let's watch a film! Making choices about what to watch City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics Curiosity Library (E) NCA – Making the right #CyberChoices
Spring — Living in the wider world	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks 	PSHE Association and GambleAware – Exploring risk in relation to gambling PSHE Association - Money and wellbeing
Summer — Health and wellbeing	Physical health and Mental wellbeing 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	<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 & out of school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switch phone off at night what to do & whom to tell if they are frightened or worried about something they have seen online to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school 	PSHE Association Mental Health and wellbeing Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing Guardian foundation and National Literacy Trust – NewsWise Winston's Wish – Loss and bereavement Internet Matters - Digital Matters Curiosity Library (E) Sure – Breaking Limits

Summer — Health and wellbeing	<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school 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 contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>Medway Public Health Directorate – Changing and growing up</p> <p>Every Mind Matters KS2 - Transition to secondary school</p> <p>NSPCC Talk Relationships</p>
	<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/ images online about the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play about the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	<p>BBFC - lessons Let's watch a film! Making choices about what to watch</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6)</p> <p>City of London Police - Cyber Detectives</p> <p>PSHE Association - Firework safety</p> <p>Internet Matters - Digital Matters</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>PSHE Association - pick your pics</p> <p>NCA-CEOP Education – Connect</p> <p>NCA – Making the right #CyberChoices</p>

APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Primary RHE, science, computing, DT and PE

Relationships Education		Science NC links	PE NC links	Computing NC links
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	N/A	N/A
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	N/A	N/A	N/A



	<ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 			
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	N/A	N/A	N/A
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content



Being safe	Pupils should know <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 		KS1 <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	Pupils should know <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	Animals including Humans Y2 <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y6 <ul style="list-style-type: none"> ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	PE KS1 <ul style="list-style-type: none"> • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. KS2 <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports 	KS1 <ul style="list-style-type: none"> • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies KS2 <ul style="list-style-type: none"> • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 		and learn how to evaluate and recognise their own success.	
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	N/A	N/A	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	Animals and Humans Y2 describe the importance for humans of exercise, eating the right	PE – support statements but not specifically linked KS1	N/A

	<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes 	N/A

		cannot make their own food; they get nutrition from what they eat Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	using a range of cooking techniques	
Drugs, alcohol and tobacco	Pupils should know <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Health and prevention	Pupils should know <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Y4 identify the different types of teeth in humans and their simple functions Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
Basic First Aid	Pupils should know:	N/A	N/A	N/A



	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>			
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A

