PSHE Curriculum 2020

Our program of study identifies the key concepts and skills that underpin Personal, Social, Health & Economic education (PSHE), fulfilling our statutory responsibility (including the recent statutory changes in relation to Relationship & Health education "RSE") to support children's development and prepare them for the opportunities, responsibilities and experiences of life. It is broadly based on three core themes within which there will be broad overlap and flexibility:

Relationships	Living in the Wider World	Health & Wellbeing

The overarching aim is to provide our children with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Long Term:

Each term our year groups will cover the same theme and will visit three topics which they will revisit the following year as part of a progressive spiral curriculum. As our curriculum is tailored to best fit the needs of our children, it will be reviewed regularly to ensure we address any issues relevant to our pupils. In addition, we explore our half-termly moral value through the context of our PSHE units and assemblies. Online safety issues will feature throughout the course of the year as they arise in many areas of this curriculum however there will also be an explicit online safety unit taught as part of the computing curriculum. There are also many cross-curricular opportunities to enhance understanding through our science curriculum particularly in relation to the health and wellbeing unit.

TERM	**Autumn**			**Spring**			**Summer**		
THEME	**Relationships**			**Living in the Wider World**			**Health & Wellbeing**		
Topics	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Moral Value	**Empathy**		**Respect**	**Tolerance**		**Honesty**	**Responsibility**		**Resilience**

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

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PSHE – Year 1			
Term	**Topic**	**In this unit of work, children will learn…**	**Suggested Q resources to support planning**
AUTUMN – RELATIONSHIPS	**Families and friendships** Roles of different people; families; feeling cared for PSHE Ass PoS refs: R1, R2, R3, R4, R5	• About people who care for them, eg 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 eg single parent families, 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 – Medway – KS1 My Special People Lesson 1 https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-growing-up-lesson-4-your-family-my-family-t-lf-2549157 https://www.twinkl.ca/resource/pshe-and-citizenship-ks1-one-world-lesson-1-families-lesson-pack-t-lf-2549167
	Safe relationships Recognising privacy; staying safe; seeking permission PSHE Ass PoS refs: R10, R13, R15, R16, R17	• 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 (ie 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	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
	Respecting ourselves and others How behaviour affects others; being polite and respectful PSHE Ass PoS refs: R21, R23	• What kind and unkind behaviour mean in and out of 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	
	Belonging to a Community	• About examples of rules in different situations, eg class rules, rules at home, rules outside • That different people have different needs	https://www.alzheimers.org.uk/sites/default/files/2020-01/alzheimers_society_-_key_stage_one_ni.pdf

PSHE – Year 1			
Term	**Topic**	**In this unit of work, children will learn…**	**Suggested Q resources to support planning**
SPRING – LIVING IN THE WIDER WORLD	What rules are; caring for others' needs; looking after the environment PSHE Ass PoS refs: L1, L2, L3	• How we care for people, animals and other livings things in different ways • How they can look after the environment; eg recycling	
	Media literacy and digital resilience Using the internet and digital devices; communicating online PSHE Ass PoS refs: L7, L8	• How and why people use the internet • The benefits of using the internet and digital devices • How people find things out and communicate safely with others online	
	Money and work Strengths and interests; jobs in the community PSHE Ass PoS refs: L14, L16, L17	• That everyone has different strengths, in and out of school • About how different strengths and interests are needed to do different jobs • About people whose job it is to help us in the community • About different jobs and the work people do	
SUMMER – HEALTH & WELLBEING	**Physical health and mental wellbeing** Keeping healthy; food and exercise; hygiene routines, sun safety PSHE Ass PoS refs: H1, H2, H3, H5, H8, H9, H10	• 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, eg hand washing • About healthy and unhealthy foods including sugar intake • About physical activity and how it keeps people healthy • About people who can help them stay healthy, such as parents, doctors, nurses, dentists, lunchtime supervisors • How to keep safe in the sun	https://www.pshe-association.org.uk/system/files/Dental%20Health%20-%20teacher%20guidance%2C%20lesson%20plans%20%26%20resources%2C%20KS1-3_0.pdf
	Growing and Changing Recognising what makes them unique and special; feelings;	• To recognises 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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint

PSHE – Year 1			
Term	**Topic**	**In this unit of work, children will learn…**	**Suggested Q resources to support planning**
	managing when things go wrong PSHE Ass PoS refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	• 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	**Medway – KS1 Lessons 2 "Growing up: the human life cycle"**
	Keeping safe How rules and age restrictions help us; keeping safe online PSHE Ass PoS refs: H28, H34	• How rules can help us to keep safe • Why somethings have age restrictions eg 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	**https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/**

PSHE – Year 2-

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
AUTUMN – RELATIONSHIPS	**Families and friendships** Making friends; feeling lonely and getting help PSHE Ass PoS refs: R6, R7, R8, R9, R24	• How to be a good friend, eg kindness, listening, honesty • About different ways that people meet and make friends • Strategies for positive play with friends, eg joining in, including others, etc • About what causes arguments between friends • How to positively resolve arguments between friends • How to recognises, and ask for help, when they are feeling lonely or unhappy or to help someone else	
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PSHE Ass PoS refs: R11, R12, R14, R18, R19, R20	• 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	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PSHE Ass PoS refs: R23, R24, R25	• About the things they have in common with their friends, classmates and other people • How friends can have both similarities and differences • How to play and work cooperatively in different groups and situations • How to share their ideas and listen to others, take part in discussions and give reasons for their views	**https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2** **Sameness and difference**
	Belonging to a Community	• About being part of different groups, and the role they play in these groups; eg class, teams, faith groups	**https://www.pshe-association.org.uk/curriculum-and-**

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PSHE – Year 2-

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
SPRING _ LIVING IN THE WIDER WORLD	Belonging to a group; roles and responsibilities; being the same and different in the community PSHE Ass PoS refs: L2, L4, L5, L6	• 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	resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 Sameness and difference
	Media literacy and digital resilience The internet in everyday life; online content and information PSHE Ass PoS refs: L8, L9	• The ways in which people can access the internet; eg 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 eg news, games, videos • That information online might not always be true	
	Money and work What money is; needs and wants; looking after money PSHE Ass PoS refs: L10, L11, L12, L13, L15	• About what money is and its different forms eg coins, notes, and ways of paying from things eg debit cards, electronic payments • How money can be kept and looked after • About getting, keeping and spending money • That people are paid money for the job they do • How to recognise the difference between needs and wants • How people make choices about spending money, including thinking about needs and wants	https://www.valuesmoneyandme.co.uk/
	Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth	• 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 important of, and routines for, brushing teeth and visiting the dentist • About food and drink that affect mental health	https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/curriculum-and-

PSHE – Year 2-

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
SUMMER – HEALTH & WELLBEING	healthy; managing feelings and asking for help PSHE Ass PoS refs: H4, H6, H7, H16, H17, H18, H19, H20	• How to describe and share a range of feelings	resources/resources/mental-health-and-emotional-wellbeing-powerpoint PSHE Ass Drugs and alcohol https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health
	Growing and Changing Growing older, naming body parts; moving class or year PSHE Ass PoS refs: H20, H25, H26, H27	• 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 (eg vulva, vagina, penis, testicles) • About change as people grow up, including new opportunities and responsibilities • Preparing to move up to a new class and setting goals for next year	**Medway – KS1 – Lesson 3** **"Everybody's Body"**
	Keeping safe Safety in different environments; risk and safety at home; emergencies PSHE Ass PoS refs: H29, H30, H31, H32, H33, H35, H36, H37	• How to recognise risk in everyday situations eg 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 keep themselves safe in relation to electronic appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (eg medicines and creams) and how they can affect how people feel • How to respond if there is an accident and someone is hurt • About whose jobs it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	PSHE Ass Drugs and alcohol

PSHE – Year 3

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
AUTUMN – RELATIONSHIPS	**Families and friendships** What makes a family; features of family life PSHE Ass PoS refs: R1, R6, R7, R8, R9	• To recognise and respect that there are different types of families, including single parent, 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 eg 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	coramlifeeducation.org.uk/adoptables/the-adoptables **Schools Toolkit (age 9)**
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PSHE Ass PoS refs: R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online eg 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	learning.nspcc.org.uk/research-resources/schools/share-aware-teaching
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect, courtesy and being polite PSHE Ass PoS refs: R30, R31	• To recognise respectful behaviours eg helping or including others, being responsible • How to model respectful behaviour in different situations eg 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	plprimarystars.com/resources/do-the-right-thing

PSHE – Year 3			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
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 PSHE Ass PoS refs: L2, L4, L5, L6	• About being part of different groups, and the role they play in these groups; eg 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	
	Media literacy and digital resilience The internet in everyday life; online content and information PSHE Ass PoS refs: L8, L9	• The ways in which people can access the internet; eg 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 eg news, games, videos • That information online might not always be true	**https://parentzone.org.uk/curriculum**
	Money and work What money is; needs and wants; looking after money PSHE Ass PoS refs: L10, L11, L12, L13, L15	• About what money is and its different forms eg coins, notes, and ways of paying from things eg 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	Job skills, influences and goals
	Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth	• 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 important of, and routines for, brushing teeth and visiting the dentist • About food and drink that affect mental health	**PSHE Ass Mental health and wellbeing (Y3/4)**

PSHE – Year 3			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
SUMMER – HEALTH & WELLBEING	healthy; managing feelings and asking for help PSHE Ass PoS refs: H4, H6, H7, H16, H17, H18, H19, H20	• How to describe and share a range of feelings	
	Growing and Changing Growing older, naming body parts; moving class or year PSHE Ass PoS refs: H20, H25, H26, H27	• 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 (eg vulva, vagina, penis, testicles) • About change as people grow up, including new opportunities and responsibilities • Preparing to move up to a new class and setting goals for next year	**https://plprimarystars.com/resources/self-esteem** **plprimarystars.com/resources/inclusion**
	Keeping safe Safety in different environments; risk and safety at home; emergencies PSHE Ass PoS refs: H29, H30, H31, H32, H33, H35, H36, H37	• How to recognise risk in everyday situations eg 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 keep themselves safe in relation to electronic appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (eg medicines and creams) and how they can affect how people feel • How to respond if there is an accident and someone is hurt • About whose jobs it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2 (lesson 1) https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans

PSHE – Year 4			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
AUTUMN – RELATIONSHIPS	**Families and friendships** Positive friendships, including online PSHE Ass PoS refs: R10, R11, R12, R13, R18	• About the features of positive healthy relationships such as mutual respect, trust and shared interests • Strategies to build positive relationships • How to seek support with relationships if they feel lonely or excluded • How to community respectfully with friends when using digital devices • How knowing someone online differs from knowing someone face to face 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	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PSHE Ass PoS refs: R20, R23, R7, R28	• To differentiate between playful teasing, hurtful behaviour and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between "playful" dares and dares which put someone under pressure, at risk, or make them feel uncomfortable. • How to manage pressures associated with dares • When it is right to keep or break a confidence or shared a secret • How to recognise risks 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	https://beinternetlegends.withgoogle.com/en_uk/toolkit
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PSHE Ass PoS refs: R32,	• To recognise differences between people such as gender, race, faith • To recognise what they have in common with others, eg shared values, likes and dislikes, aspirations • About the importance of respecting the differences and similarities between people • A vocabulary to sensitively discuss difference and include everyone	https://plprimarystars.com/resources/diversity
	Belonging to a Community	• The meaning and benefits of living in a community • To recognise that they belong to difference communities as well as the school community	https://www.pshe-association.org.uk/curriculum-and-

PSHE – Year 4			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
	What makes a community; shared responsibilities PSHE Ass PoS refs: L4, L6, L7	• About the different groups that make up and contribute to a community • About the individuals and groups that help the local community, including through volunteering and work • How to show compassion towards others in need and the shared responsibilities of caring for them	resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 Lesson 2 https://education.rspca.org.uk/education/teachers/primary/compassionateclass https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan https://www.valuesmoneyandme.co.uk/teachers
	Media literacy and digital resilience How data is shared and used PSHE Ass PoS refs: L13, L14	• 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 to buy something online eg from seeing an advert • That search results are ordered based on the popularity of the website and that this can affect what information people access	
	Money and work Making decisions about money; using and keeping money safe PSHE Ass PoS refs: L17, L19, L20, L21	• 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 eg charities, single use plastics	https://www.valuesmoneyandme.co.uk/teachers

PSHE – Year 4

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
SUMMER – HEALTH & WELLBEING	**Physical health and mental wellbeing** Maintaining a balance lifestyle; oral hygiene and dental care PSHE Ass PoS refs: H2, H5, H11	• 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 eg visiting the doctor when necessary • How to maintain oral hygiene and dental health, including how to brush and floss correctly • The important of regular visits to the dentists and the effects of different foods, drinks and substances on dental health	https://www.pshe-association.org.uk/system/files/Dental%20Health%20-%20teacher%20guidance%2C%20lesson%20plans%20%26%20resources%2C%20KS1-3_0.pdf **Betty: It's perfectly normal**
	Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PSHE Ass PoS refs: H30, H31, H32, H33	• 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 – RSE Lessons (4/5) Puberty** **Betty: It's perfectly normal**
	Keeping safe Medicines and household products, drugs common to everyday life PSHE Ass PoS refs: H10, H38, H40, H46	• 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 (eg cigarettes/vaping, alcohol and medicines) can 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 risk 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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans

PSHE – Year 5			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
AUTUMN – RELATIONSHIPS	**Families and friendships** Managing friendships and peer influence PSHE Ass PoS refs: R14, R15, R16, R17, R18, R26	• 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 indifferent situations, including online • Strategies to positively resolve disputes and reconcile differences in friendships • That friendships 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	plprimarystars.com/resources/inclusion
	Safe relationships Physical contact and feeling safe PSHE Ass PoS refs: R9, R25, R26, R27, R29	• 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 feel uncomfortable • That is never someone's fault if they have experience 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	
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination	• 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 eg racism, sexism, homophobia	https://plprimarystars.com/resources/do-the-right-thing https://plprimarystars.com/resources/values https://www.coramlifeeducation.org.uk/belonging

PSHE – Year 5

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
	PSHE Ass PoS refs: R20, R 21, R31, R33	• To identify bullying online and discrimination of groups or individuals eg trolling and harassment • The impact of discrimination on individuals, groups and wider society • Ways to safely challenge discrimination • How to report discrimination	
SPRING – LIVING IN THE WIDER WORLD	**Belonging to a Community** Protecting the environment; compassion towards others PSHE Ass PoS refs: L4, L5, L19	• 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	**https://plprimarystars.com/resources/tackling-plastic-pollution** **Team Margot - Giving help to others (resources on blood etc)** **https://www.valuesmoneyandme.co.uk/teachers**
	Media literacy and digital resilience How information online is targeted; different media types, their role and impact PSHE Ass PoS refs: L12, L14	• To identify different types of media and their different purposes eg to entertain, inform, persuade or advertise • Basic strategies to assess whether content online (eg 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	Guardian foundation – Lesson 5 – Spotting fake news Guardian foundation – Lesson 6 – Understanding news is targeted https://beinternetlegends.withgoogle.com/en_uk/toolkit https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans
	Money and work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	• 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	**https://primary-careers.careersandenterprise.co.uk/resources**

PSHE – Year 5

Term	Topic	In this unit of work, children will learn…	Quality Assured resources to support planning
	PSHE Ass PoS refs: L27, L28, L29, L31, L32	• About stereotyping in the workplace, its impact and how to challenge it • That there is a variety of routes into work eg college, apprenticeships, university, training	
SUMMER – HEALTH & WELLBEING	**Physical health and mental wellbeing** Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies PSHE Ass PoS refs: H8, H9, H10, H12	• How sleep contributes to a healthy lifestyle • Healthy sleep strategies and how to maintain them • About the benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, including skin damage and heat stroke • How medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines • To recognise the shared responsibility of keeping a clean environmenthttps://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans	https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans **(YEARS 5/6)**
	Growing and Changing Personal identity; recognising individuality and different qualities; mental wellbeing PSHE Ass PoS refs: H16, H25, H26, H27	• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • That for some people their 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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans **(Year 5/6)** https://plprimarystars.com/resources/self-esteem
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and **FGM**	• To identity 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 (eg trying a challenge new sport) and dangerous behaviour • How to deal with common injuries using basic first aid techniques	

PSHE – Year 5			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
	PSHE Ass PoS refs: H29, H30, H31, H32, H33, H35, H36, H37	• How to respond in an emergency, including when and how to contact different emergency services • **That female genital mutilation (FGM) is against British law** • **What to do and whom to tell if they think they or someone they know might be at risk of FGM**	

PSHE – Year 6			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
AUTUMN – RELATIONSHIPS	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage PSHE Ass PoS refs: R1, R2, R3, R4, R5, R7	• 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 are not married or who live apart • What marriage and civil partnership mean eg a legal declaration of commitment made by two adults • That to force anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried	**Medway – Primary RSE Lesson 3 – Positive and healthy relationships**
	Safe relationships Recognising and managing pressure; consent in different situations PSHE Ass PoS refs: R26, R28, R29	• To compare the features of 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 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	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching www.thinkuknow.co.uk/parents/playlikeshare **Alright Charlie** https://plprimarystars.com/resources/do-the-right-thing
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	• 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	

PSHE – Year 6			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
	PSHE Ass PoS refs: R30, R34		
SPRING – LIVING IN THE WIDER WORLD	**Belonging to a Community** Valuing diversity; challenging discrimination and stereotypes PSHE Ass PoS refs: L8, L9, L10, L21	• What prejudice means • To differentiated between prejudice and discrimination • How to recognise acts of discrimination • Strategies to safely respond to challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements	
	Media literacy and digital resilience Evaluating media source; sharing things online PSHE Ass PoS refs: L37, L11, L13, L15, L16	• About the benefits of safe internet use eg learning, connecting and communicating • How and why images online might be manipulated, altered or faked • How to recognise when images might have been altered • Why people choose to communicate through social media and some of the risks and challenges of doing so • That social media sites have age restrictions and regulations for use • The reasons why some media and online content is not appropriate for children • How online content can be designed to manipulate people's emotions and encourage them to read or share things • About sharing things online, including rules and laws relating to this • How to recognise what is appropriate to share online • How to report inappropriate online content or contact	**https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching** **https://www.childnet.com/resources/trust-me** **Internet Legends** **https://www.cbbfc.co.uk/resources/free-pshe-primary-school-lesson-plans - Let's watch a film** https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans
	Money and work Influences and attitudes to money; money and financial	• About the role money plays in people's lives, attitude 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	**https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2 - Lesson 2 Chancing it**

PSHE – Year 6			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
	PSHE Ass PoS refs: L18, L22, L23, L24	• 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 and how these put people at financial risk • How to get help if they are concerned about gambling or other financial risks	
SUMMER – HEALTH & 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 PSHE Ass PoS refs: H14, H15, H20, H21, H22, H23, H24	• 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 conflicted feelings • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome • To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • The importance of asking for support from a trusted adult • About the changes that may occur in life including death, and how these can cause conflicting feelings • That changes can mean people experience feelings of loss or grief	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans (Year 5 and 6) https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships Public Health England RIse Above
	Growing and Changing Human reproduction and birth; increasing	• To recognise some of the changes as they grow up eg 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	Medway – RSE – Lesson 2 – Change and Becoming Independent Lesson 4 How a baby is made https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships

PSHE – Year 6			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
	independence; managing transitions PSHE Ass PoS refs: H23, H33, H35, H36	• About how relationships may change as they grow up or move to secondary school • Practical strategies that can help manage times of change and transition eg practising the 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 ie when a sperm meets an egg and the fertilised egg settles into the lining of the womb • That pregnancy can be prevented with contraception • About the responsibilities of being a parent or carer and how having a baby can change someone's life	Public Health England RIse Above
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PSHE Ass PoS refs: H37, H42, H46, H47, H48. H49. H50	• 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 texts can be quickly shared with others, even when only sent to one persona, 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, TV, films, games and online gaming • Why age restrictions are important and how they help people to make safe decisions about what to watch, use or play • About the risks and effects of different drugs	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://www.childnet.com/resources/trust-me PSHE Association Drugs and Alcohol

PSHE – Year 6			
Term	**Topic**	**In this unit of work, children will learn…**	**Quality Assured resources to support planning**
		• 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	