PSHE Policy

Britannia Community Primary School

Reviewed 2nd October 2023

Approved at Governors- 2nd October 2023

Britannia Community Primary School

PSHE Policy

Contents:

Statement of intent

<u>Britannia Community Primary School</u> believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school website **<u>britanniaprimary.co.uk</u>** where it, and the PSHE curriculum, will be available to read and download.

Review of Intent due to COVID

Throughout the national lockdown, online lessons and resources were in place to provide our children with learning within PSHE. We appreciate that the numerous lockdowns have had a huge effect on children's learning and wellbeing, and many will have had different experiences; whilst some will have continued to make progress, others may need time to consolidate prior learning. Upon the children's return to school following the first national lockdown, the children's lessons for the new academic year were based upon the missed summer term from their previous year group, and current units for the new academic

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- **Complaints Procedures Policy**
- **Primary Relationships and Health Education Policy**
- **Child Protection and Safeguarding Policy**

2. Key roles and responsibilities

2.1. The **governing board** has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The **governing board** has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The **PSHE leader** has overall responsibility for reviewing the PSHE Policy **annually**.

2.4. The **headteacher** has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

2.5. The **headteacher** will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The **PSHE leader** is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through **termly** feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.

- Understand how to stay safe and behave online.

- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

- Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school which they will take forward into society in their working lives.

- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

- Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.

- Understand democracy.

- Develop good relationships with peers and adults.

- Develop self-confidence, self-esteem and self-worth.

- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.

- No raised voices/shouting.

- No talking over people.

- Show respect for another's views, even when disagreeing with them.

- Keep comments subject-specific, as opposed to personal.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross- curricular involvement

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by teachers and teaching assistants.

5.3. The school ensures cross-curricular learning through discussion between subject leaders, for example, computing and PSHE.

5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).

- Physical abuse, e.g. hitting, kicking, hair pulling.

- Sexual violence, e.g. rape, assault by penetration and sexual assault.

- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.

- Sexting

- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

- Signs of self-harm or a significant change in wellbeing.

- Signs of assault or unexplained injuries.

- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE

7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this or with regards to current cohort issues. Planning and teaching resources will be adapted from the PSE Association and SCARF schemes.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's **Primary Relationships and Health Education Policy**.

8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up

- That marriage represents a formal and legally recognised commitment between two people which is meant 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

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends

- The characteristics of friendships, such as 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 and excluded

- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships

- The conventions of courtesy and manners

- The importance of self-respect and how this links to their own happiness

- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- What a stereotype is, and how these can be unfair, negative or destructive

- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not

- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

- The rules and principles for keeping safe online, recognising 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

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

- How to recognise and report feeling bad or unsafe around an adult

- How to ask for advice or help for themselves or others, and to persist until heard

- How to report concerns or abuse, and the vocabulary needed to do so

- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

- Isolation and loneliness can affect children and so 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 the school they should contact 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 of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits

- About the benefits of rationing time spent online, the risks of spending excessive time 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, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted

- Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle

- The importance of including 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 leading an inactive lifestyle (including obesity)

- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9.   Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)

- The principles of planning/preparing a range of healthy meals

- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

- About safe/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 influence weight, mood and ability to learn

- About dental health and the benefits of good oral hygiene and dental flossing, such as 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

8.12. Pupils will be taught the following:

- 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

8.13. Pupils will be taught the following:

- 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 and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules

- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

- That they belong to various groups and communities such as family and school

- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources

- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

- That universal rights are there to protect everyone and have primacy both over national law and family and community practices

- To know that there are some cultural practices which are against British law and universal human rights.

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- To appreciate the range of national, regional, religious and ethnic identities in the UK

- To consider the lives of people living in other places, and people with different values and customs

- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- About enterprise and the skills that make someone 'enterprising'

- To explore and critique how the media present information

9. Assessment

9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

10.1. This policy will be reviewed by the PSHE leader and **headteacher** on an **annual** basis.

10.2. Any changes to this policy will be communicated to all staff and other interested parties.

10.3. The next scheduled review date for this policy is **July 2024**.

11.

Appendices

BRITANNIA PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

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

Term	Year 1 Medium Term Overview Topic	In this unit of work, students learn…
Autumn — Relationships	**Families and friendships** Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	• 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 tel them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission 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 (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
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	• 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
Spring — Living in the wider world	**Belonging to a community** What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	• 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

Spring — Living in the wider world	**Media literacy and Digital resilience** Using the internet and digital devices; communicating online PoS Refs: L7, L8	
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	
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	
	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	
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	

Term	Topic	In this unit of work, students learn...
YEAR 2 — MEDIUM-TERM OVERVIEW		
Autumn — Relationships	**Families and friendships** Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• 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
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour 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
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions 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
Spring	**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	• 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

Spring — Living in the wider world	**Media literacy and Digital resilience** The internet in everyday life; online content and information PoS Refs: L8, L9	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	• 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	• 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
	Growing and changing Growing older; naming body parts; moving class or year 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 (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

	Keeping safe	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
Summer — Health and wellbeing	Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	• 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

| Term | Year 3 Medium Term Plan

Topic | In this unit of work, students learn… |
|---|---|---|
| Autumn — Relationships | **Families and friendships**

What makes a family; features of family life

PoS Refs: R1, R6, R7, R8, R9 | • 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 |
| | **Safe relationships**

Personal boundaries; safely responding to others; the impact of hurtful behaviour

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 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 |
| | **Respecting ourselves and others**

Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

PoS Refs: R30, R31 | • to recognise respectful behaviours e.g. helping or including others, being responsible
• how to model respectful behaviour in different situations e.g. at home, at school, online
• the importance of self-respect and their right to be treated respectfully by others
• what it means to treat others, and be treated, politely
• the ways in which people show respect and courtesy in different cultures and in wider society |

Spring — Living in the wider world	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	• 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
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	• 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
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	• 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 myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby
Summer — Health and wellbeing	**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	• 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

Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• 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

Term	Year 4 Medium Term Plan Topic	In this unit of work, students learn…
Autumn — Relationships	**Families and friendships** Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	• 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
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, 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 share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone

Spring — Living in the wider world	**Belonging to a community** What makes a community; shared responsibilities PoS Refs: L4, L6, L7	• 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 the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
	Media literacy and Digital resilience How data is shared and used 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 buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access
	Money and Work Making decisions about money; using and keeping money safe 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 e.g. charities, single use plastics
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care 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 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

Summer — Health and wellbeing	**Growing and changing** Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	• 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
	Keeping safe Medicines and household products; drugs common to everyday life 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 (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

Term	Year 5 Medium Term Plan Topic	In this unit of work, students learn…
Autumn — Relationships	**Families and friendships** Managing friendships and peer influence 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 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
	Safe relationships Physical contact and feeling safe 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 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
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	• 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
Spring — Living in the wider world	**Belonging to a community** Protecting the environment; compassion towards others 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
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	• 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
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	• 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
Summer	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	• 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

	PoS Refs: H8, H9, H10, H12	• 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
Summer — Health and wellbeing	**Growing and changing** Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • 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 • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • how to identify external genitalia and reproductive organs • 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
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	• 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

Term	Year 6 Medium Term Plan Topic	In this unit of work, students learn…
Autumn — Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage 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 who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• 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
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	• 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

	Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	- 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
Spring — Living in the wider world	**Media literacy and Digital resilience** Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	- 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 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
	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	- 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

	Physical health and Mental wellbeing	• that mental health is just as important as physical health and that both need looking after
	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	• 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
	PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	• 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
Summer — Health and wellbeing		• 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
		• 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. switching phone off at night
		• what to do and whom to tell if they are frightened or worried about something they have seen online
	Growing and changing	• to recognise some of the changes as they grow up e.g. increasing independence
	Human reproduction and birth; increasing independence; managing transitions	• 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

	PoS Refs: H24, H33, H35, H36	• 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
		• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
		• about the responsibilities of being a parent or carer and how having a baby changes someone's life