



Personal, Social, Health Education (PSHE) Long Term Plan

We use aspects of the Christopher Winter Project (which is endorsed by the PSHE and diocese) woven through the PSHE curriculum to deliver parts of the RSHE objectives (yellow resources). No Outsiders texts are interwoven to teach children about the equality act, promoting equality for all Protected Characteristics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Cycle 1	What is the same and different about us? BV: Mutual respect/ Respect for others of different faiths and beliefs	Who is special to us? BV: Mutual respect	What helps us stay healthy?	What can we do with money? BV: individual liberty	Who helps to keep us safe? BV: The rule of Law	What jobs do people do? BV: Individual liberty
Y1/2 Cycle 2	What makes a good friend? BV: Mutual respect	What is bullying? BV: Mutual respect	How do we recognise our feelings?	What helps us to stay safe? BV: The rule of Law	What helps us grow and stay healthy?	How can we look after each other and the world? BV: Rule of law/ Individual Liberty
Y3/4 cycle 1	How do we treat each other with respect? BV: Mutual respect	What keeps us safe? First Aid visitor BV: The rule of Law	What are families like? BV: Mutual respect	What is diversity? BV: Mutual Respect/ Respect for others of different faiths and beliefs	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Y3/4 cycle 2	What strengths, skills and interests do we have?	How can we be a good friend? BV: Mutual respect	How can we manage our feelings?	What makes a community? BV: Mutual Respect/ Respect for others of	How can our choices make a difference to others and the environment? BV: Individual Liberty	How can we manage risk in different places? BV: The rule of Law



different faiths and beliefs

Y5/6 Cycle 1	<p>What makes up a person's identity?</p> <p>BV: Mutual respect/ Respect for others of different faiths and beliefs</p>	<p>What decisions can people make with money?</p> <p>BV: Individual liberty</p> <p>How can we help in an accident or emergency?</p> <p>First Aid visitor</p>	<p>What are human rights?</p> <p>BV: Democracy/Individual Liberty</p>	<p>How can friends communicate safely?</p> <p>BV: Rule of law/Mutual respect</p>	<p>How can we keep healthy as we grow?</p> <p>Y5: Puberty is statutory.</p> <p>Puberty is part of the human life cycle. Hormones control the changes young people go through during puberty. They will be learning how boys' and girls' bodies change including menstruation, erections, wet dreams, maintaining personal hygiene, how and where to get help and advice.</p> <p>Y6 only: Reproductive Organs and process- how babies are conceived and born and how they need to be cared for*</p>
Y5/6 Cycle 2	<p>How can the media influence people?</p>		<p>What jobs would we like?</p> <p>BV: individual liberty</p>	<p>How can drugs common to everyday life affect health?</p> <p>BV: Rule of Law</p>	<p>What will change s we become more independent? How do friendships change as we grow? BV: rule of law</p> <p>Y5: Puberty is statutory.</p> <p>Puberty is part of the human life cycle. Hormones control the changes young people go through during puberty. They will be learning how boys' and girls' bodies change including menstruation, erections, wet dreams, maintaining personal hygiene, how and where to get help and advice.</p> <p>Y6 only: Reproductive Organs and process- how babies are conceived and born and how they need to be cared for*</p>

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

The content highlighted in blue forms the Sex Education part of the PSHE curriculum. Should parents wish to withdraw their child from these lessons, please arrange a meeting with the headteacher to discuss.

PSHE Core Themes

Living in the Wider World

Health and Wellbeing

Relationships

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)	Vocabulary
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at (1) what makes them special and how everyone has different strengths how their personal features or qualities are unique to them (2) how they are similar or different to others, and what they have in common (3) to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private (4) 	<p>(1) Link to No outsiders – Y1 Ten little pirates- to play with boys and girls? Do they like the same things?</p> <p>(2) No Outsiders – Y1 Elmer - To like the way I am</p> <p>(3) No outsiders Y1- Max the Champion – To understand that our bodies work in different ways</p> <p>(4) CW yr 1– Lesson 1 To understand that we are all different but and still can be friends</p> <p>(4) CW yr 1 lesson 2– To discuss that children grow and change</p> <p>NSPCC – PANTS</p> <p>BV: Mutual respect/ Respect for others of different faiths and beliefs – understand that everyone is all unique but we are all equal regardless of faith and belief</p>	<p>friends</p> <p>feelings</p> <p>similar</p> <p>different</p> <p>family</p> <p>boy</p> <p>girl</p> <p>male</p> <p>female</p> <p>private parts</p> <p>penis</p> <p>vulva</p>
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them 	<p>(1) CW yr 1 – Lesson 3 To explore different types of families and who to ask for help, identify who and help when families make us feel unhappy or unsafe</p>	

	<p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them (1) about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (1) 	<p>Medway KS1 Plan and resources</p>	
<p>Spring 1</p> <p>What helps us stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<p>PSHE association dental planning</p> <p>PSHE association drug and alcohol planning</p> <p>PSHE association washing hands planning</p> <p>PSHE association health planning</p> <p>BV: Individual liberty – understand that people makes choices about what to eat/drink and physical activity and what effect these have on our health and mental wellbeing.</p>	

		<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 		
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	Money activities BV: individual liberty – understand that we have the freedom to choose what to do with money when we are older	
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people (1) • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and 	(1) Possible visit? Police? BV: Rule of law – understand and identify different roles of people in school and outside school and how they keep us safe.	

		what to say		
Summer 2	Living in the wider world			
What jobs do people do?	PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community (1) how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life 	<ul style="list-style-type: none"> No outsiders – Y1 -My Grandpa is Amazing – visit from a working grandparent? <p>Other visits from parents around the school and community</p> <p>BV: Individual liberty –understand that our strengths and interests help us choose to do different jobs</p>	

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources	Vocabulary
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R23 R25	<ul style="list-style-type: none"> how to make friends with others to recognise the ways in which they are the same and different to others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	<p>(See regularly-updated pdf. version for latest Quality Assured resources)</p> <p>(1) CW y2 lesson 1 To introduce the concept of gender stereotypes</p> <p>(2) No outsiders – Y2 The first sledge – to understand how we share the world</p> <p>BV: mutual respect – identify that friends are all different and that we need to respect each other to be good friends</p>	similar different sex gender roles stereotypes boy girl male female private parts penis vulva
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21,	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different 	<p>(1) No Outsiders –Y2 -the odd egg – to understand what makes someone feel proud</p> <p>CW y2 lesson 2 – male and female animals – lifecycle – link to science lifecycles</p> <p>CW y2 lesson 3- To focus on biological difference and name body parts – link to consent and body parts</p> <p>BV: Mutual respect – understand that words and actions can hurt others and how to respond in these situations</p>	

R22, R24, R25

situations

- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Spring 1

How do we recognise our feelings?

Health and wellbeing

Feelings; mood; times of change; loss and bereavement; growing up

PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

[PSHE association mental health and wellbeing planning](#)

[PSHE association lessons on loss and bereavement](#)

Spring 2

What helps us to stay safe?

Health and wellbeing

Keeping safe; recognising risk; rules

PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets

[PSHE association - online safety](#)

[PSHE association drugs and alcohol planning](#)

[PSHE association age appropriate viewing choices resources](#)

		<ul style="list-style-type: none"> how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	BV: Rule of law Identify rules and restrictions keep them safe in school and out of school	
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	PSHE association health planning PSHE association dental planning PSHE Association sleep planning BV: Individual liberty – understand that people makes choices about what to eat/drink and physical activity and what effect these have on our health and mental wellbeing.	
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others, the world around us, caring for others; growing and changing	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it 	(1) No outsiders – Y2 -Just because – to feel proud of being different BV: Rule of law + Individual Liberty – understand that everybody has a responsibility to follow the rules Identify how to care for our planet and that the choices we make can affect our environment.	

- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

YEAR 3 and 4 Cycle 1 – MEDIUM-TERM OVERVIEW

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)	Vocabulary
Autumn 1 How do we treat each other with respect?	<u>Relationships</u> Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27,	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online – bullying link, what is the role of a bystander? • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (1) • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* 	(1) No Outsiders – Y3 Oliver - To understand how difference can affect someone (2) CW – Y4 lesson 3 To explore respect in a range of relationships To discuss the characteristics of healthy relationships PSHE premier league planning BV: Mutual respect To recognise respectful behaviour and respecting differences and similarities between people	stereotypes gender roles similar different male female private parts penis testicles vulva vagina uterus family fostering adoption relationship

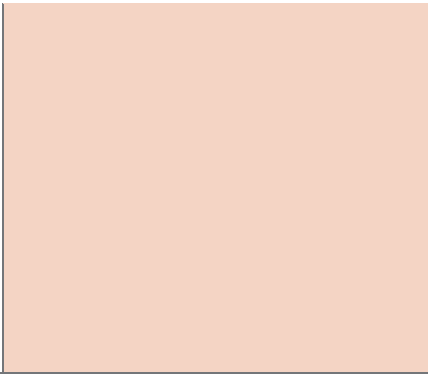
	R29, R30, R31, R32H45, L2, L3, L10	the rights that children have and why it is important to protect these*	
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns (1) how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services 	PSHE association drugs and alcohol planning Cw Y3 lesson 1 to identify the differences between males and females and to name the body parts (1) CW Year 3 lesson 2 -To consider appropriate and inappropriate physical contact and consent- NSPCC BV: Rule of law Identify how to keep safe in an emergency and identify harmful drugs. Identify how to report concerns including online

Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents, grandparents) (1) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	(1) CW yr 3 – Lesson 3 To explore different types of families and who to go to for help and support (1) No outsiders – Y2 The great big book of families – to understand what diversity is PSHE association - adoption	
Spring 2 What is diversity?	Living in the wider world PoS refs: R33, R21, R14 L10, H19	<ul style="list-style-type: none"> that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own about discrimination: what it means and how to challenge it about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 	This term's objectives are based upon No outsiders lesson plans Year 3: Our house Year 3: Beegu Year 3: Two monsters Year 3: The Hueys in the new jumper BV: Mutual Respect/ Respect for others of different faiths and beliefs – understand that everyone should feel included respected and not discriminated against.	
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care	<ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular 	PSHE association health planning	

	<p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8 H11, H13, H14</p>	<p>visits to the dentist</p> <ul style="list-style-type: none"> • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>PSHE association dental planning</p>	
<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 		

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)	Vocabulary
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem (1) how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking (2) 	<p>(1) No outsiders Y4: Red a crayons story – to be who you want to be</p> <p>(2) No outsiders y4: Dogs can't do ballet to know when to be assertive</p>	
Autumn 2 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships (1) <p>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <ul style="list-style-type: none"> how to recognise if a friendship is making them unhappy, feel 	<p>(1) No outsiders: Y4: the way back home- to overcome language as a barrier</p> <p>BV: mutual respect – understand that building good friendships is based upon mutual respect</p>	



uncomfortable or unsafe and how to ask for support



Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 		
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them 	No outsiders Y4: King and King To understand why people choose to get married Royal weddings, variety of weddings from different faiths. PSHE association - inclusion belonging and extremism planning PSHE premier league diversity planning PSHE stories and plan about immigration BV: Mutual Respect/ Respect for others of different faiths and beliefs – understand that everyone is different and to be respectful to people who may live differently to them	
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and 	PSHE association plastic pollution planning PSHE association RSPCA animal welfare plans PSHE association donating blood lesson plan	

PoS refs: L4, L5, L19, R34

- opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

BV: Individual Liberty – Identify how to care for our planet and that the choices we make can affect our environment.

Summer 2

How can we manage risk in different places?

Health and wellbeing

Keeping safe; out and about; recognising and managing risk

PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

[PSHE association ks2 gambling planning](#)

[PSHE internet safety](#)

[PSHE association water safety plan](#)

BV: Rule of Law



To know that rules, restrictions and laws exist to help keep people safe and how to respond to a situation that is against the law

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)	Vocabulary
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) (2) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others (3) how to challenge stereotypes and assumptions about others 	(1) Year 6 – No outsiders – My princess boy (2) Year 6 – No outsiders –The whisperer – to stand up to discrimination (3) Year 6 – No outsiders – the island- to challenge the causes of racism BV: Mutual Respect/ Respect for others of different faiths and beliefs – understand that everyone is different and to be respectful to people who may live differently to them	
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22,	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current 	BV: individual liberty – understand that we have the freedom to choose what to do with money when we are older	

	L24	<p>accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 		
<p>Spring 1</p> <p>How can we help in an accident or emergency?</p> <p>What are human rights?</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p> <p>Pos L1,L2,L3, L4</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • to recognise reasons for rules and laws; consequences of not adhering to rules and laws • to recognise there are human rights, that are there to protect everyone (1) • about the relationship between rights and responsibilities • the importance of having compassion towards others; shared responsibilities (2) • we all have for caring for other people and living things; how to show care and concern for others (3) 	<p>(1) Year 6 No outsiders- dream of freedom</p> <p>(2) Year 5 – No outsiders – how to heal a broken wing</p> <p>(3) Year 5 – no outsiders – to express artistic freedom</p> <p>BV: Individual liberty</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.</p>	

<p>Spring 2</p> <p>How can friends communicate safely?</p>	<p>Relationships</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R11, R18, R24, R26, R29, L11,</p> <p>L15</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>CW Year 6 – lesson 2 - Exploring the importance of communication and respect in relationships</p> <p>BV: Rule of Law To know that rules and restrictions apply online and how to keep safe online.</p>	<p>communication personal/private information internet safety</p>

<p>Summer 1</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun how and why to balance time spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<div data-bbox="1653 164 1850 252">  <p>resources</p> </div>	<div data-bbox="2033 129 2213 263">  </div>
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Year 5:

- how puberty relates to growing from childhood to adulthood
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about where to get more information, help and advice about growing and changing, especially about puberty

Year 6 content only:

- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for

Puberty CW Year 5 lesson, 1, 2 and 3.

Send letter out to parents prior

Puberty + reproduction CW Year 6 lesson 1, 2

Splitting year groups Y5/6

puberty
physical changes
emotional changes
moods
menstruation
periods
tampons
sanitary towels
wet dreams
semen
erection
sweat
breasts
spots
pubic hair
facial hair
underarm hair

Key: **Yellow Resources** **Green- No Outsiders Resources** **Blue- Sex Education Objectives***

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)	Vocabulary
Autumn 1 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do <p>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>	BV: Individual liberty –understand that our skills, attributes and qualifications we choose determine the jobs we might do.	

<p>Autumn 2</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>BV: Rule of Law</p> <p>To know that rules, restrictions and laws exist to help keep people safe from drugs and how to respond to a situation that is against the law</p>	
<p>Spring 1 & 2</p> <p>How can the media influence people?</p>	<p>Living the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R12, R18, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images (1) • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions 	<p>(1) CW – Year 6 lesson 4 - To explore positive and negative ways of communicating in a relationship</p>	<p>communication personal/private information internet safety</p>

		<ul style="list-style-type: none"> • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 		
<p>Summer 1 & 2</p> <p>What will change as we become more independent?</p>	<p>Relationships</p> <p>Different relationships, changing and</p> <p>growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another (1) 	<p>(1) Year 5 – No outsiders – And Tango makes three</p> <p>(2) CW – Year 6 lesson 3 – to consider different ways people have a family</p>	<p>relationship</p> <p>friendship</p> <p>love</p> <p>puberty</p> <p>physical changes</p> <p>emotional changes</p> <p>moods</p> <p>menstruation</p>

				<p>periods</p> <p>tampons</p> <p>sanitary towels</p> <p>wet dreams</p> <p>semen</p> <p>erection</p> <p>sweat</p> <p>breasts</p> <p>spots</p> <p>pubic hair</p> <p>facial hair</p> <p>underarm hair</p>
How do friendships change as we grow?	PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership (2) that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime <p>Year 5:</p> <ul style="list-style-type: none"> how puberty relates to growing from childhood to adulthood 	<p>BV: The rule of Law</p> <p>Understand that there are laws to protect our human rights and protected characteristics</p>	

- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about where to get more information, help and advice about growing and changing, especially about puberty

Year 6 content only:

- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Puberty CW Year 5 lesson, 1, 2 and 3.

Send letter out to parents prior

Puberty + reproduction CW Year 6 lesson 1, 2

Splitting year groups Y5/6

Year 6 only:

womb
sperm
egg
conception
fertilisation
pregnancy
sexual intercourse
twins
fostering
adoption
relationship
friendship
love
consent
intimacy