



Relationships and Sex Education (RSE) Policy

Aims

‘The aim of RSE is to give young people the information they need to help them to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.’ (DfE Guidance, p25)

RSE is vital for the personal, social and emotional development of our children. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their health and well-being.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). However, we are not required to provide sex education, but we do need to teach the elements of sex education contained within the science curriculum. In teaching RSE, we must also have regard to [guidance](#) issued by the Department for Education.

Delivery

At Kingham Primary School, we take a positive, inclusive and affirmative approach that accepts children’s and young people’s experiences and enables them to be explored sensitively. We aim to equip our pupils to build positive relationships online and offline. We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to understand the characteristics of positive relationships including:

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

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

High quality, comprehensive RSE does not encourage or promote sexual activity, but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Subject content

Our curriculum programme (See Appendix 1 and 2) is developed by the PSHE Subject Coordinator in conjunction with the views of teachers, pupils and parents. At Kingham Primary School, we teach to the learning objectives and content outlined in the DfE Relationships Education, RSE and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with special educational needs or disabilities.

Our PSHE programme focusses mainly on the relationships aspect of RSE. We do teach sex education to older students that focuses on preparing boys and girls for the changes that adolescence brings and teaches how a baby is conceived and born. We currently use the following resources/materials to deliver RSE: *A programme for Puberty* in Y5, provided by OCC; *A programme for Puberty and How babies are made* in Y6, also provided by OCC; *Protective Behaviours Programme* is used in every year group from Reception to Y6.

Other resources include: a range of story books outlining different opinions, lifestyles, ideas and behaviours; online material including those from Twinkl.co.uk, Natwest money, The PSHE Association, Premier League Primary stars, Olly n Pop, , No outsiders and The NSPCC. If parents/ carers would like further information on these resources, please contact the subject coordinator for more information.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (e.g. for external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the programme. All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. If school staff have concerns about pupil contributions or questions, they will inform parents/carers as appropriate.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

Monitoring and Evaluation

We regularly monitor and evaluate our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. Monitoring activities include:

- Pupil Voice (e.g. using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes)
- Evaluation of lesson observations and pupil work samples
- Analysis of behaviour incident records (e.g. prejudicial bullying)

Working with parents/carers

Successful teaching of RSE involves parents/carers and schools working together. Our RSE policy has been developed through consulting parents and carers. If and when the curriculum is amended, parents will again be consulted.

Parents are informed in writing in advance of learning that will involve sex education.

Parental right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Alternative work will be given to pupils who are withdrawn from sex education.

Roles and Responsibilities

The Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE and responding to the needs of individual pupils

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

The Governing board of Kingham Primary School adopted this policy in March 2021

The policy will be reviewed every 3 years (unless there are changes to the RSE curriculum)



Appendix 1

Kingham Primary School – PSHE Long Term Plan

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
EYFS Caring for family and friends; Recognising fair/unfair, right/ wrong, kind/ unkind; Team work; Listening to others; Kindness/ Anti-Bullying; Differences and similarities			How to contribute to the life of the classroom: follow class rules, giving ideas and listening to others, how rules can help them, conflict resolution; Understand people and other living things have needs and they have responsibilities to meet them: turn taking, sharing, returning borrowed things; Jobs people do; need v want			How to show feelings; Know what behaviour is acceptable/ unacceptable; Understand importance good health and exercise; Keeping safe (protective behaviours); Asking for help; Moving to Year one		
Year 1 Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission (Protective Behaviours)	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 (Protective Behaviours)	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 (Protective Behaviours)	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 (Protective Behaviours)	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	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life

<p>Year 5</p>	<p>Managing friendships and peer influence</p>	<p>Physical contact and feeling safe (Protective Behaviours)</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Protecting the environment; compassion towards others</p>	<p>How information online is targeted; different media types, their role and impact</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
<p>Year 6</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p>	<p>Recognising and managing pressure; consent in different situations (Protective Behaviours)</p>	<p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p>	<p>Evaluating media sources; sharing things online</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Human reproduction and birth; increasing independence; managing transition</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

Appendix 2

Kingham Primary School – PSHE Medium Term Plan

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro charity KS1 Love and respectful relationships https://www. .org.uk/ You tube stories: Pop n Olly stories by Olly Pike
	Safe relationships Recognising privacy; staying safe; seeking permission	<ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private 	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships £

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> • 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 	<p>Protective Behaviours programme</p>
	<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	
<p>Spring Term: Living in the Wider World</p>	<p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<p>1 decision (5-8)-Being responsible £</p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS1)</p>

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	
	<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>
<p>Summer Term: Health and wellbeing</p>	<p>Physical health and Mental wellbeing</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake 	<p>1 decision (5-8) -Keeping/staying healthy £</p>

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	
	<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2,</p> <p>‘Growing up: the human life cycle’</p> <p>1 decision (5-8)-Feelings and emotions £</p> <p>https://www...org.uk/</p>

YEAR 1 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8)-Computer safety/Hazard watch £</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>1 decision (5-8) - Relationships £</p>
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships £</p> <p>Thinkuknow Jessie and Friends</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	Protective Behaviours Programme
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p>
<p>Spring Term: Living in the Wider World</p>	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p> <p>Olly and Pop stories by Olly Pike on you tube.</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	
	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>1 decision (5-8)-Money matters £</p> <p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Summer Term: Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>1 decision (5-8) -Keeping/staying healthy £</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) -Feelings & emotions £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
	<p>Growing and changing</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up 	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> • 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 	
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt 	<p>Red Cross – Life. Live it 'Stay safe'</p> <p>1 decision (5-8) -Keeping/staying safe £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Barnardo’s KS2 lessons Diversity</p> <p>Coram Life Education – The Adoptables’ Schools Toolkit</p> <p>https://www. .org.uk/</p> <p>You Tube: Olly and Pop stories by Olly Pike</p>
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<ul style="list-style-type: none"> •What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online 	<p>Thinkuknow Play Like Share</p> <p>NSPCC Share Aware</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> • 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 	Protective Behaviours Programme
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely 	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Thinkuknow Play Like Share</p> <p>Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • the ways in which people show respect and courtesy in different cultures and in wider society 	https://www...org.uk/ You Tube: Olly and Pop stories by Olly Pike
Spring Term: <i>Living in the Wider World</i>	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	RSPCA KS2 Compassionate class
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p>	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens 	Google and Parent zone Be Internet Legends

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: L11, L12	<ul style="list-style-type: none"> • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common 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 	<p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 Term: Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p>1 decision Keeping/staying healthy £</p> <p>1 decision Feelings & emotions £</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person’s identity • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues 	<p>Premier League Primary Stars KS2 PSHE Self-esteem</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</p> <p>1 decision Keeping/staying safe £</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	<p>Families and friendships</p> <p>Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online 	<p>NSPCC Share Aware</p> <p>Google and Parent zone: Be Internet Legends</p>
	<p>Safe relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online 	<p>Google and Parent zone Be Internet Legends</p> <p>1 decision Computer safety £</p> <p>Protective Behaviours Programme</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> • 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 	
	<p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p>	<ul style="list-style-type: none"> •to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations 	<p>Premier League Primary Stars KS2 PSHE Diversity</p> <p>https://www. .org.uk/</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: R32, R33	<ul style="list-style-type: none"> • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	You Tube: Olly and Pop stories by Olly Pike
Spring Term: <i>Living in the Wider World</i>	<p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about 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 	<p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2</p> <p>Belonging to a community</p> <p>Compassionate class KS2 RSPCA</p> <p>Worcester University - Moving and moving home (KS2)</p>
	<p>Media literacy and Digital resilience</p> <p>How data is shared and used</p>	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things 	

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: L13, L14	<ul style="list-style-type: none"> • 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 	
	<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Summer Term: Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>1 decision Keeping/staying healthy £</p>
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H27</p>	<ul style="list-style-type: none"> • 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 	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>Premier League Primary Stars – Selfesteem/Resilience</p> <p>https://www. .org.uk/</p>

YEAR 4 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes 	You Tube: Olly and Pop stories by Olly Pike
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a ‘drug’ • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable 	<p>Premier League Primary Stars KS2 PSHE Inclusion</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • when and how to seek support in relation to friendships 	
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<p>Protective Behaviours Programme</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p> <p>https://www. .org.uk/</p> <p>You Tube: Olly and Pop stories by Olly Pike</p>
<p>Spring Term: Living in the</p>	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p>	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment 	<p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue Team</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> • 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 	<p>Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>
	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online 	<p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>Google and Parent zone Be Internet Legends</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • how devices store and share information 	
	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term: Health and wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<p>PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital– The sleep factor</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
	<p>Growing and changing</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), ‘Puberty’</p>

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H26, H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty • that for some people their gender identity does not correspond with their biological sex 	<p>Betty: It's perfectly natural</p> <p>Metro charity KS2 Gender</p> <p>Year 5 Puberty resources – shared file</p> <p>https://www. .org.uk/</p> <p>You Tube: Olly and Pop stories by Olly Pike</p>
	<p>Keeping safe</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety 	<p>British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</p>

YEAR 5 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	PSHE Association and GambleAware -Lesson 1 Exploring risk

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn Term: Relationships	<p>Families and friendships</p> <p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage 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 	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>You Tube: Olly and Pop stories by Olly Pike</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p> <p>Protective Behaviours Programme</p>
	<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully 	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
	Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> • 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 	
Spring Term: Living in the Wider World	Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	Premier League Primary Stars KS2 PSHE Diversity PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism Premier League Primary Stars KS2 PSHE Inclusion

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
			<p>https://www. .org.uk/</p> <p>You Tube: Olly and Pop stories by Olly Pike</p>
	<p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate 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 	<p>NSPCC Share aware</p> <p>Childnet Trust me Y5/6 lesson 1 Online content</p> <p>Google and Parent zone Be Internet Legends</p> <p>BBFC KS2 lessons Let’s watch a film! Making choices about what to watch</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	
	<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person’s emotions, health and wellbeing 	<p>PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</p> <p>Natwest – Money Sense (see one drive for downloaded lessons)</p> <p>https://natwest.mymoneysense.com/home/</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	
<p>Summer Term: Health and wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome 	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>NSPCC Making sense of relationships</p> <p>Public Health England Rise Above KS2 Social media</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news</p>

YEAR 6 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • 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 	
	<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception 	<p><u>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent</u></p> <p><u>Lesson 4 How a baby is made</u></p> <p><u>NSPCC Making sense of relationships - Secondary school and Changing friendship</u></p> <p><u>Public Health England Rise Above KS2- Transition to secondary school!</u></p> <p><i>Year 6 reproduction resources on the one drive.</i></p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception* • about the responsibilities of being a parent or carer and how having a baby changes someone’s life 	<p><i>*Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.*</i></p>
	<p>Keeping safe</p> <p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate 	<p>NSPCC Share aware</p> <p>BBFC KS2 lessons Let’s watch a film! Making choices about what to watch</p> <p>Childnet Trust me-Y5/6 Lesson 2 Online contact</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none"> • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use 	<p>Google and Parent zone Be Internet Legends</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
		<ul style="list-style-type: none">• how to ask for help if they have concerns about drug use• about mixed messages in the media relating to drug use and how they might influence opinions and decisions	