PSHE

PLANNING OVERVIEW

(Based on the PSHE Association – Thematic Approach)

Happiness	**Perserverance**	**Resilience**	**Kindness**	**Friendship**	**Respect**

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Intent	Implementation	Impact
We intend to provide a whole school PSHE curriculum that builds foundations of health and wellbeing, providing crucial skills and positive attitudes to enable children to achieve their best potential, academically and socially. We want our children to deepen their personal, social, health and economic development in ways that are tailored to their age group, whilst also expanding on their previous knowledge as they progress through the school. It is our intention for our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and experiences of others, and through our Christian/Human values of Respect, Friendship, Resilience, Happiness, Perseverance and Kindness. We want to provide a safe space for the children to learn PSHE, providing them with the ability to make safe and informed choices, taking responsibility for their actions, respecting and valuing difference and 'being the best that they can be.' Children will learn to show acceptance of others regardless of their background, religion, race, gender or sexuality, and develop their understanding of others as we are 'All God's Children'. As they progress further up the school into upper KS2 we want to provide effective Relationship, Sex and Health Education, to enable the children to make responsible and well-informed decisions about their lives, to help and support them through their physical, emotional and moral development. It is our aim to help our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Our intention is that all of our children learn to value, respect and understand one another, have confidence in their own emotions and beliefs and become happy, healthy young people who are equipped to play an active role in society.	At the Nidd Wharfe Federation, PSHE lessons are only part of our approach to encouraging children to develop their personal, social, health and economic development. Through our restorative approach to behaviour management, daily check-ins and emotional reflection time, Relax Kids sessions, RE lessons and Enterprise project, we aim to embed aspects of PSHE into our everyday learning and routines. For our main lessons, we plan following the PSHE Association (DfE approved) Thematic Approach, providing children with a broad and balanced PSHE curriculum across the year. Although there is a focus for each cycle in most units, all objectives are taught in order to embed and further develop the children's learning year on year. The units include: Relationships (Autumn term) - Families and Friendships - Safe relationships - Respecting ourselves and others Living in the wider world (Spring term) - Belonging to a community - Media literacy and digital resilience - Money and Work Health and Wellbeing (Summer term) - Physical Health and Mental Wellbeing - Keeping safe - Changing and Growing All staff have regular training, access to the PSHE Association website and supporting materials, Growing Up with Yasmin and Tom membership (to support RHSE teaching) and guidance materials from the DfE. As part of our PSHE lesson provision, we also utilise *Mindmate* lessons once per half term to further develop Mental Health and Wellbeing, and complete whole school assemblies and activity afternoons on focus areas of PSHE. Anti-bullying week, Mental Health Awareness week, Neurodiversity week and Black History Month are also Every two years, our children take part in the *Growing Up in North Yorkshire Survey*. From this, we are able to establish where our strengths and weaknesses lie from the children's perspective. This allows us to place a greater focus on the specific needs of the children in each school and develop our curriculum in these areas.	The impact of a good PSHE education cannot be understated. Quite simply, it forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world. Impact is measured in a variety of ways. At the Nidd Wharfe Federation, we recognise and celebrate the importance of the child's voice, and their individual experience of PSHE education. Pupil voice (regular conversations and the GUNY survey), and lessons captured via books and observations, including exit cards will demonstrate the learning children have acquired during each lesson; this will form the heart of how we measure the impact of our teaching. The skills that our children will develop will include, but are not limited to: ● An understanding of their inherent, indivisible, unconditional and universal rights, and how these rights can and should be protected ● An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals ● Positive and constructive communication, with highly developed oracy skills ● Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development ● Risk management and balanced decision making, within the context of a changing and challenging world Our ETHOS is the most essential aspect which not only envelops the whole curriculum but is also a thread that is seamlessly integrated into all areas of school life. This results in children developing key personal characteristics and the learning behaviours required for success. These skills are transferable to all other areas of the curriculum, and will help children to understand these areas in new ways. The ability to recognise and develop good relationships, the reinforcement of positive mental and physical health, understanding how their body will change and grow, the development of respect and tolerance for all,

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	Each week, children access between 45 minutes and 1 hour of PSHE. This learning is recorded in the children's books/on tapestry and books and planning are routinely monitored by the PSHE leader and staff.	an understanding of society and the role of the individual in community – these are the skills that will equip our children for life.

		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	Keeping safe	Growing and Changing
	Reception (Linked objectives from Dev. Matters)	Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally Become more outgoing with unfamiliar people, in the safe context of their setting.	Express their feelings and consider the feelings of others. Think about the perspectives of others	Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.	Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.	Show interest in different occupations	Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and toothbrushing	Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	See themselves as a valuable individual Show resilience and perseverance in the face of challenge.
Class 1	Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules and age restrictions help us; keeping safe online	Recognising what makes them unique and special; feelings; managing when things go wrong
	Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings/asking for help	Safety in different environments; risk and safety at home; emergency	Growing older; naming body parts; moving class or year
Class 2	Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places	Personal strengths and achievements; managing and reframing setbacks
	Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Class 3	Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Personal identity; recognising individuality and different qualities; mental wellbeing

	Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Human reproduction and birth; increasing independence; managing transition

Medium Term Overview – Class 1

Year 1 / Year 2

Term	Topic	In this unit of work, pupils learn to…
Autumn – Relationships	**Families and friendships** **Roles of different people; families; feeling cared for** **PoS Refs: R1, R2, R3, R4, R5** **Making friends; feeling lonely and getting help** **PoS Refs: R6, R7 R8, R9, R24**	• 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 • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships **Recognising Privacy; staying safe; seeking permission** **PoS Refs: R10, R13, R15, R16, R17** **Managing secrets; resisting pressure and getting help; recognising hurtful behaviour** **PoS Refs: R11, R12, R14, R18, R19, R20**	**Cycle A - In person focus / Cycle B – Online focus** • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others **How behaviour affects others; being polite and respectful** **PoS Refs: R21, R22**	**Cycle A - In school focus / Cycle B – Out of school focus** • 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

	Recognising things in common and differences; playing and working cooperatively; sharing opinions **PoS Refs: R23, R24, R25**	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Spring – Living in the wider world	**Belonging to a Community** **What rules are; caring for others' needs; looking after the environment** **PoS Refs: L1, L2, L3** **Belonging to a group; roles and responsibilities; being the same and different in the community** **PoS Refs: L2, L4, L5, L6**	**Cycle A – Social rules focus / Cycle B – Environmental rules focus** • 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 • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
	Media literacy and Digital resilience **Using the internet and digital devices; communicating online** **PoS Refs: L7, L8** **The internet in everyday life; online content and information** **PoS Refs: L8, L9**	• 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 • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	Money and Work **Strength and interests; jobs in the community** **PoS Refs: L14, L16, L17** **What money is; needs and wants; looking after money** **PoS Refs: L10, L11, L12, L13, L15**	**Cycle A – Work and Jobs focus / Cycle B – Work and Money focus** • 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 • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants

Summer – Health and Wellbeing	**Physical Health and Mental Wellbeing** **Keeping healthy; food and exercise; hygiene routines; sun safety** **PoS Refs: H1, H2, H3, H5, H8, H9, H10** **Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help** **PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20**	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun • 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
	Keeping Safe **How rules and age restrictions help us; keeping safe online** **PoS Refs: H28, H34** **Safety in different environments; risk and safety at home; emergencies** **PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27**	**Cycle A – In the home focus / Cycle B – out and about focus** • 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 • how to recognise risk in everyday situations, e.g. road, water and rail safety and medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
	Growing and Changing **Recognising what makes them unique and special; feelings; managing when things go wrong** **PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24**	**(This unit will be taught in separate Year groups)** • 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 • about the human life cycle and how people grow from young to old

	Growing older; naming body parts; moving class or year **PoS Refs: H20, H25, H26, H27**	• how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g.vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year

Medium Term Overview – Class 2 Year 3 / Year 4		
Term	**Topic**	**In this unit of work, pupils learn to…**
Autumn – Relationships	**Families and friendships** **What makes a family? Features of family life?** **PoS Refs: R1, R6, R7, R8, R9**	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	Positive friendships, including online **PoS Refs: R10, R11, R12, R13, R18**	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online

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	Safe Relationships **Personal boundaries; safely responding to others; the impact of hurtful behaviour** **PoS Refs: R19, R22, R24, R30** **Responding to hurtful behaviour; managing confidentiality; recognising risks online** **PoS Refs: R20, R23, R27, R28**	**Cycle A – In person focus / Cycle B – Online focus** • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others **Recognising respectful behaviour; the importance of self-respect; courtesy and being polite** **PoS Refs: R30, R31** **Respecting differences and similarities; discussing difference sensitively** **PoS Refs: R32, R33**	**Cycle A - Focus on self-respect and respect for others – general /** **Cycle B Focus on respecting others – other cultures** • 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 and online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Spring – Living in the wider world	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3 **What makes a community; shared responsibilities** **PoS Refs: L4, L6, L7**	**Cycle A – Own community focus / Cycle B – Wider society focus** • 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 • 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

	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12 **How data is shared and used** **PoS Refs: L13, L14**	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Money and Work **Different jobs and skills; job stereotypes; setting personal goals** **PoS Refs: L25, L26, L27, L30** **Making decisions about money; using and keeping money safe** **PoS Refs: L17, L19 L20, L21**	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common misconceptions and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements 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 • 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

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Summer – Health and Wellbeing	**Physical Health and Mental Wellbeing** **Health choices and habits; what affects feelings; expressing feelings** **PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19** **Maintaining a balanced lifestyle; oral hygiene and dental care** **PoS Refs: H2, H5, H11**	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful • 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
	Keeping Safe **Risks and hazards; safety in the local environment and unfamiliar places** **PoS Refs: H38, H39, H41** **Medicines and household products;** **drugs common to everyday life** **PoS Refs: H10, H38, H40, H46**	**Cycle A - Hazards in the home focus / Cycle B – Hazards outside of the home focus (Crucial Crew biennially)** • 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 • 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

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	Growing and Changing **Personal strengths and achievements; managing and reframing setbacks** **PoS Refs: H27, H28, H29** **Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty** **PoS Refs: H30, H31, H32, H34**	**(This unit will be taught in separate Year groups)** • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty

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Medium Term Overview – Class 1
Year 5/ Year 6

Term	Topic	In this unit of work, pupils learn to…
Autumn – Relationships	**Families and friendships** **Managing friendships and peer influence** **PoS Refs: R14, R15, R16, R17, R18, R26**	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
	Attraction to others; romantic relationships; civil partnership and marriage **PoS Refs: R1, R2, R3, R4, R5, R7**	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
	Safe relationships **Physical contact and feeling safe** **PoS Refs: R9, R25, R26, R27, R29**	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
	Recognising and managing pressure; consent in different situations **PoS Refs: R26, R28, R29**	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations

	Respecting ourselves and others **Respecting ourselves and others** **Responding respectfully to a wide range of people; recognising prejudice and discrimination** **PoS Refs: R20, R21, R31, R33** **Expressing opinions and respecting other points of view, including discussing topical issues** **PoS Refs: R30, R34**	• 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 • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements
Spring – Living in the wider world	**Belonging to a community** **Belonging to a community** **Protecting the environment; compassion towards others** **PoS Refs: L4, L5, L19** **Valuing diversity; challenging discrimination and stereotypes** **PoS Refs: L8, L9, L10, R21**	**Cycle A - Local community / government focus / Cycle B – Wider society focus** • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment • 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
	Media Literacy and Digital resilience **How information online is targeted; different media types, their role and impact** **PoS Refs: L12, L14** **Evaluating media sources; sharing things online**	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information • 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

	PoS Refs: H37, L11, L13, L15, L16	• that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
	Money and Work **Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes** **PoS Refs: L27, L28, L29, L31, L32** **Influences and attitudes to money; money and financial risks** **PoS Refs: L18, L22, L23, L24**	**Cycle A – Work and jobs focus (visitors from the workforce) / Cycle B – Work and Money focus (visitors from the bank)** • 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 • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks
Summer - Health and Wellbeing	**Physical Health and Mental Wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12 **What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online** **PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24**	• 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 • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed

		• about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
	Keeping Safe **Personal identity; recognising individuality and different qualities;** **mental wellbeing** **PoS Refs: H16, H25, H26, H27** **Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media** **PoS Refs: H37, H42, H46, H47, H48, H49, H50**	**Cycle A – In person focus / Cycle B – Online focus (Police visit – online safety)** • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
	Growing and Changing **Keeping safe in different situations,** **including responding in emergencies,** **first aid and FGM** **PoS Refs: H38, H43, H44, H45** **Human reproduction and birth; increasing independence; managing transitions** **PoS Refs: H24, H33, H35, H36**	**(This unit will be taught in separate Year groups)** • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception

		• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life

Vocabulary overview

		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	Keeping safe	Growing and Changing*
	Reception	**PSED** - boy, girl, family, different, same, face, skin, hair, body, like, don't like, clean, smelly, sponge, towel, hands, washing, brushing teeth, getting dressed, undress, safe/unsafe. - mum, dad, sister, brother, grandparents, auntie, uncle, sharing, bullying, family, jobs, relationship. - kind, gentle, different, friends, feelings, falling out, making up, listening, argument, happy, sad, worried, angry, apologise, fair, unfair, lonely, calm, taking turns, rules, school, community, classroom, rights. **Understanding the World** - grow, young, old, change, hungry, healthy, tired, rest, play, safety, risk. - good/bad choice, school rules, local area, money, notes, coins, bank, spending, shopping, saving, selling, shops.								
Class 1	Year 1	people, family, families, different, love	private, ask touch, hurt, uncomfortable	Kind, unkind, behaviour, actions, feelings, respect, polite, share, turn taking	Rules, needs, care, living things, environment, recycling	internet, digital, device, communicate, safely	strength, interest, jobs, community, different jobs, (examples of different jobs e.g. teacher, doctor, fireman, etc)	healthy, unhealthy, washing, physical activity, play, sun safety	restrictions, online safety, feelings, keeping safe	special, wrong, same, different, feelings, act
	Year 2	friend, positive play, argument, resolved, lonely, unhappy	hurtful, behaviour, bullying, online, surprise, secret, worried, pressured, unsafe, worried	Common, classmates, similar, situation, sharing, important, listening, understanding	Groups, belong, role, rights, responsibility, community, equal, different	internet access, purpose, value, content, online information	money, kept, looked after, job, paid, need, want, spends	healthy, unhealthy, habit, routine, growing, medicines, dentist, dental health, mood	risks, medicine, familiar, unfamiliar, potentially, electrical appliance, household products, accident, emergency	human life cycle, needs, body parts, opportunities, grow up, goals
Class 2	Year 3	Family structures, relationships, stability, security, commitment	personal boundaries, privacy, impact	Respectful, self-respect, courtesy	Freedom, laws, responsibility, consequences, human rights	Online information, sources, reliability	Skills, job stereotypes, personal goals, aspirations, career, teamwork	Health choices, feelings, informed decisions, healthy lifestyle, healthy diet, exercise benefits	Risks, hazards, reduce risks	Achievements, personal strengths, setbacks, personal qualities, individuality, body parts including penis and vulva
	Year 4	Positive friendships, positive relationships, friendship qualities,	Confidentiality, online risks, support, appropriate, permission, consent, peer pressure	Differences, similarities, traditions, beliefs	Community, shared responsibility, compassion, contribution	Data sharing	Money decisions, tracking money	Balanced lifestyle, hygiene, dental care, oral hygiene, vaccination	medicines, legal drugs, habit, vaccinations, immunisation, allergies	personal hygiene, physical changes, puberty, external genitalia, personal identify, personal quality, emotional wellbeing

Class 3	Year 5	Loving relationship, gender, ethnicity, faith, identity, peer influence, peer approval, positive resolution, reconciliation, consent	consent, appropriate and inappropriate contact, acceptable, unacceptable, confidential	equality, equity, lifestyle, discrimination, trolling, harassment, self-respect, anonymous	compassion, shared responsibility, spending decisions	media, opinion, stereotype, suspicious content, reliability, sources, ranked	career ambition, diversity, inclusion, career opportunities, stereotyping, workplace, aspiration, voluntary work	Lifestyle, sleep, mental health, sun exposure, heat stroke, disease prevention, immunisation, bacteria, virus, skin cancer	risky, positive risk taking, predict, assess and manage risk in different situations	Physical changes, puberty, gender identity, biological sex, genitalia, conception, sexual intercourse, reproduction, contraception
	Year 6	sexual orientation, healthy relationships, family, commitment, marriage, civil partnership, emotionally, romantically	healthy and unhealthy friendship, shared responsibility, risk assessment, personal safety, consent	constructive challenge, conflict, personal behaviour, debate, topical	prejudice, discrimination, stereotypes, diversity	manipulated, altered, fake, restrictions, regulations, compliance, commercial purpose, misinformation	'value for money', critical consumer, emotions, health and wellbeing, fraud, debt and gambling financial risk	mental ill- health, adverse experiences, conflicted feelings, grieving process, bereavement mental health and wellbeing	personal information, impact, misuse, legal and illegal drugs, complying	transition, committed relationship, conception, sexual intercourse, intimate relationship, contraception, reproduction, FGM
		*See the Goldsborough Sicklinghall Federation RHSE Policy for the full list of vocabulary which will and may be used during the **Growing and Changing** topic								
		Visitors, visits and curriculum enrichment								
		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	Keeping safe	Growing and Changing
Class 1	Reception	Pants are Private	Dark Nights talk – visit from the North Yorkshire Fire Service		Visits to school from members of the Parish Council, Police service and local community			Dentist visit	Fire Safety talk	Pants are Private revisit
	Year 1 Year 2	Pants are Private	KS1 Dark Nights talk – visit from the North Yorkshire Fire Service		Visits to school from members of the Parish Council, Police service and local community		Visits from a variety of people to talk about their jobs – police, law surgeons, shop owners etc.	Dentist visit		Pants are private revisit
Class 2	Year 3 Year 4		KS2 Dark Nights talk – visit from the North Yorkshire Fire Service		Visit from a local Councillor to talk about their work.	Visit from the PCSO to learn about internet safety – every two years	Visit to the bank	Dental recap	Fire safety talk Canal and River trust workshop every two years	

Class 3	Year 5 Year 6		KS2 Dark Nights talk – visit from the North Yorkshire Fire Service		Visit from a local Councillor to talk about their work.	Visit from the PCSO to learn about internet safety – every two years	Visit from a Financial Advisor	Visit from the Mini-medics team – children learn basic first aid skills – every two years Visit from the PCSO to learn about internet safety – every two years	Fire safety talk Canal and River Trust Workshop every two years	Visit from the Specialist Public Health nurse – sessions to teach puberty, conception and internet safety.
	Whole School	Black History Month	Mental Health week	NSPCC assembly Anti-bullying week	Visitors from the community talking about the role they play	Internet safety assembly Neurodiversity Week	Parent visitors talking about their roles at work	Sun safety assembly – doctor visit Dental hygiene assembly – Dentist visit	Canal and River Trust visit- assembly	

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