

Talbot Primary School – PSHE Curriculum Overview

This overview sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. As a school we have chosen to follow the model provided by the PSHE Association, as the experts in this subject.

Although the overview organises content under different headings from those used in the content grids of the Department for Education’s statutory guidance on [Relationships Education, RSE and Health education](#), all of the statutory requirements for each phase are covered, within our comprehensive PSHE curriculum.

You will see that this document sets out:

a long-term plan for the year across all year groups

separate, more detailed grids for each year group, setting out learning objectives for each half-term

links to resources (both PSHE Association resources and resources carrying the Association’s Quality Mark*) that support each module.

The PSHE curriculum follows best practice principles, building developmental progression by revisiting themes year on year, building on and extending prior learning.

As a school, we have elected to follow a thematic approach to our PSHE education, covering all three core themes of the programme of study (Health & Wellbeing; Relationships; and living in the Wider World) over the school year, with three topics per term. This approach enables different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in medium term planning. Teachers are encouraged to build in lessons each half term that directly address the needs of their class that become apparent over time. This fluid response to the needs of the children means that we can give bespoke support at the point when it is needed, which will help us ensure that our pupils are happy, safe and well.

Within this programme, sits our safeguarding curriculum. It is designed to help teach children how to stay safe, in mind and body. There are threads which run throughout, including: relationships education and consent; risks & hazards; digital safety; healthy body; healthy mind; first aid; financial security and specific safety elements such as road, rail, water, fire, sun and drugs. These elements are shown in colour-coded smaller text on the curriculum overview shown overleaf.

Talbot Primary School PSHE & Safeguarding Curriculum: LONG-TERM OVERVIEW

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

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p> <p>RSE & Consent</p>	<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 	<p>PSHE Association - Families Medway Public Health Directorate - Changing and growing up – Y1-Y2 – My special people</p> <p>Medway Public Health Directorate - Changing and growing up – Lesson 1 – Y1-Y2 pack NSPCC – Talk PANTS</p>
	<p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p> <p>RSE & Consent</p>	<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 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>PSHE Association - Consent lesson packs – Lesson 1 – asking for permission</p> <p>NSPCC – Talk PANTS – Lesson 3 5-7 Pants Power</p>
	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p> <p>Personal Development Curriculum Focus: Kind & Caring</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>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>PSHE Association – Ground rules, rule</p>
Spring — Living in the wider world	<p>Belonging to a community What rules are; caring for others’ needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p> <p>Personal Development Curriculum Focus: Caring & Compassionate</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 style="text-align: center;">SPRING TERM FIRST AID: (St John’s Ambulance) L1 – Why is first aid important? L2 – Spot the Danger L3 – Calling 999</p>	<p>Environment Agency – Caring for the Environment and Careers</p> <p>PSHE Association – Ground rules, rule</p>

Spring — Living in the wider world	Media literacy and Digital resilience Using the internet and digital devices; communicating online Digital Safety PoS Refs: L7, L8	<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 	BBFC - 'Watch Out! Helping to make good viewing choices' – KS1 - Lesson 1 – Helping to make good viewing choices
	Money and Work Strengths and interests; jobs in the community Personal Development Curriculum Focus: Ambitious PoS Refs: L14, L16, L17	<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 	BBFC - 'Watch Out! Helping to make good viewing choices' The CEC – Career Explorers
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety Healthy Body PoS Refs: H1, H2, H3, H5, H8, H9, H10	<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 • 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 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles – KS1 – L1 – Keeping healthy with food and drink Lesson 2 – Health Education – keeping healthy with physical activity PSHE Association - Dental Health KS1 – L1 PSHE Association - Keeping safe: sun safety KS1 – L1 Curiosity Library (£) PSHE Association – Learning and playing together
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong Healthy Mind PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<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 	PSHE Association – Mental health and wellbeing - KS1 Lesson 1: We all have feelings Lesson 2: Good and not so good feelings PSHE Association - Personal identity KS1 – Lesson 1: All different, all special. Self-care – KS1 lesson plan – School Zone Self-care lesson plans Campaign Resource Centre (dhsc.gov.uk) Medway Public Health Directorate - Changing and growing up Curiosity Library (£)
	Keeping safe How rules and age restrictions help us; keeping safe online Risks & Hazards & Digital Safety PoS Refs: H28, H34	<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 	Thinkuknow: Jessie and Friends BBFC - 'Watch Out! Helping to make good viewing choices' PSHE Association – Ground rules, rule

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships Making friends; feeling lonely and getting help</p> <p>RSE & Consent</p> <p>Fire Safety - (Fire Brigade In) 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>PSHE Association – Friendship and bullying</p> <p>PSHE Association – Learning and playing together</p>
	<p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>RSE & Consent</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 • 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 	<p>Thinkuknow Jessie and Friends</p> <p>NSPCC – Talk PANTS – Lesson 4 - More Pants Power</p> <p>PSHE Association – Friendship and bullying</p>
	<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Personal Development Curriculum Focus: Sociable and able to work with others</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 – Belonging and community: addressing discrimination and extremism</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>PSHE Association – Learning and playing together</p>
Spring — Living in the wider world	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Personal Development Curriculum Focus: Sociable, able to work with others & respectful</p> <p>PoS Refs: L2, L4, L5, L6</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 • to recognise that they are all equal, and ways in which they are the same and different to others in their community <p>SPRING TERM FIRST AID: (St John’s Ambulance) L1 – Calling 999 L2 – Giving First Aid L3 – Safety Stories L4 – Head Injuries</p>	<p>PSHE Association – Belonging and community: addressing discrimination and extremism</p> <p>Curiosity Library (£)</p>
	<p>Media literacy and Digital resilience The internet in everyday life; online content and information</p> <p>Digital Safety</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>BBFC - 'Watch Out! Helping to make good viewing choices'</p>

	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>Financial Security</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>Summer — Health and wellbeing</p>	<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>Healthy Body & Mind & Drug Safety</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>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - The Sleep Factor KS1 – Lesson 1</p> <p>PSHE Association – Mental health and wellbeing – KS1 – L3: Big Feelings L4: Change & Loss</p> <p>PSHE Association - Dental Health – KS1 – Lesson 1</p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2)</p> <p>Winston’s Wish – Loss and bereavement – KS1 – L1: Saying goodbye to a pet L2: Ways to feel better after a pet dies</p>
	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>RSE</p> <p>PoS Refs: H20, H25, H26, H27</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 • 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>Medway Public Health Directorate - Changing and growing up: Y1-2 Lesson 2 - The human life cycle Y1-2 Lesson 3 – Everybody’ body</p> <p>Curiosity Library (£)</p> <p>NSPCC – Talk PANTS</p>
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>Risks & Hazards</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 • 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 	<p>PSHE Association – Drug and Alcohol Education (Year 1-2) – Lessons 1, 2 & 3</p> <p>PSHE Association - Keeping safe at home – Lesson 1</p> <p>PSHE Association - Keeping safe: sun safety – KS1 - Lesson 1</p> <p>PSHE Association - Road and rail safety Lesson 1 – Crossing the road Lesson 2 – Keeping safe around railways</p>

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships What makes a family; features of family life</p> <p>RSE & Consent</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, stepparents, 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>PSHE Association - Families Lessons 1 to 3 NSPCC Talk PANTS: Lesson 5 Building Confidence</p> <p>Coram Life Education – The Adoptables’ Schools Toolkit Curiosity Library (£)</p> <p>The Rez</p>
	<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>RSE & Consent & Digital Safety</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family & 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 	<p>PSHE Association - Consent lesson packs Lesson 1: Giving and seeking permission Lesson 2 – Personal Boundaries</p> <p>Our Class - Caring Friendships PSHE Association - pick your pics PSHE Association – Friendship and bullying</p>
	<p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Personal Development Curriculum Focus: Polite and respectful 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 the ways in which people show respect and courtesy in different cultures and in wider society 	<p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p>
Spring — Living in the wider world	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>Personal Development Curriculum Focus: Sociable and able to work with others</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 <p>FIRST AID – SPRING TERM (St John’s Ambulance) L1: Emergencies and calling for help L2 Bites and stings</p>	<p>Curiosity Library (£)</p>
	<p>Media literacy and Digital resilience How the internet is used, assessing information online</p> <p>Digital Safety</p> <p>PoS Refs: L11, L12</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 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 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>National Cyber Security Centre - CyberSprinters</p> <p>Curiosity Library (£)</p>

Spring — Living in the wider world	<p>Money and Work Different jobs and skills; job stereotypes; setting personal goals</p> <p>Personal Development Curriculum Focus: Ambitious & Self-Motivated</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 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 & 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 	<p>LOUD! Network - Job skills, influences and goals</p> <p>Environment Agency – Lesson 2 – Water Safety: Flood Alert</p> <p>The CEC – Career Explorers</p>
	Summer — Health and wellbeing	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p> <p>Healthy Body & Mind</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 • 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 Personal strengths and achievements; managing and reframing setbacks</p> <p>Healthy Mind</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 • 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>PSHE Association - Personal identity – KS2 – L1</p> <p>Self-care – KS1 lesson plan – School Zone Self-care lesson plans Campaign Resource Centre (dhsc.gov.uk)</p> <p>The CEC – Career Explorers</p>
<p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Risks & Hazards</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>PSHE Association – Drug and Alcohol Education (Year 3-4)</p> <p>Environment Agency – Canal and river – Lesson 1</p> <p>PSHE Association - Keeping safe at home – Lesson 1</p> <p>PSHE Association - Road and rail safety L3: Independently crossing the road</p> <p>L4 Rail safety - risks and keeping safe</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships Positive friendships, including online</p> <p>RSE & Digital Safety</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>Our Class - Caring Friendships</p> <p>Medway Public Health Directorate - Changing and growing up – Y3-4 – L3: What makes a good friend</p> <p>PSHE Association – Friendship and bullying</p> <p>The Rez</p>
	<p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Healthy Mind, Risks & Hazards & Digital Safety</p> <p>PoS Refs: R20, R23, R27, R28</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 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 & seek help if worried or uncomfortable about someone's behaviour, (online too) 	<p>Our Class - Caring Friendships</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>PSHE Association - pick your pics</p> <p>Curiosity Library (£)</p> <p>NSPCC – Talk PANTS</p> <p>PSHE Association – Friendship and bullying</p>
	<p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p> <p>Personal Development Curriculum: Compassionate, respectful & sociable</p> <p>PoS Refs: R32, R33</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, dislikes and aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	<p>PSHE Association – Friendship and bullying</p>
Spring — Living in the wider world	<p>Belonging to a community What makes a community, shared responsibilities</p> <p>Personal Development Curriculum: Hardworking, sociable and able to work with others</p> <p>PoS Refs: L4, L6, L7</p>	<p>FIRST AID – SPRING TERM (St John's Ambulance) L1: Emergencies L2 Injuries L3: Asthma</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 individuals & groups that help local communities including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	<p>PSHE association Belonging and community: addressing discrimination and extremism</p> <p>RSPCA - Compassionate class KS2</p>
	<p>Media literacy and Digital resilience How data is shared and used</p> <p>Digital Safety & Risks & Hazards – Water safety - Rivers</p> <p>PoS Refs: L13, L14</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 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>National Cyber Security Centre - CyberSprinters</p> <p>Curiosity Library (£)</p>

Spring — Living in the wider world	<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>Financial Security</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 	PSHE Association - Money and wellbeing
Summer — Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Healthy Body</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 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health – KS2 – Lesson 1
	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>RSE</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	Medway Public Health Directorate - Changing and growing up Y4-Y6 Lessons 1-4
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Risks & Hazards - Home & Drug Safety</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 	PSHE Association – Drug and Alcohol Education (Year 3-4) – Lessons 1 & 2 PSHE Association – KS2 Keeping safe at home

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships Managing friendships and peer influence</p> <p>RSE</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 when and how to seek support in relation to friendships 	<p>PSHE Association - Firework safety Internet Matters</p> <p>- Digital Matters Our Class - Caring Friendships</p> <p>PSHE Association - pick your pics</p> <p>PSHE Association – Friendship and bullying</p> <p>Sure – Breaking Limits The Rez</p> <p>NCA-CEOP Education – Connect</p> <p>NCA – Making the right #CyberChoices</p>
	<p>Safe relationships Physical contact and feeling safe</p> <p>RSE & Consent</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>PSHE Association - Consent lesson packs – Lesson 3 Appropriate & inappropriate touch</p> <p>Our Class - Caring Friendships</p> <p>GHLL - Understanding consent – L1: Understanding consent</p> <p>NSPCC – Talk PANTS: Lesson 6 How can the Pants Rule help us?</p>
	<p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Personal Development Curriculum Focus: Compassionate, respectful & sociable</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>Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</p> <p>PSHE Association – Friendship and bullying</p> <p>Sure – Breaking Limits</p> <p>NCA-CEOP Education – Connect</p> <p>Internet Matters - Digital Matters</p> <p>Our Class - Caring Friendships</p> <p>Curiosity Library (£)</p>
Spring — Living in the wider world	<p>Belonging to a community Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<p>FIRST AID – SPRING TERM (St John’s Ambulance) L1: Emergencies and calling for help L2: Bleeding</p> <ul style="list-style-type: none"> 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 	<p>Premier League Primary Stars KS2 PSHE</p> <p>Tackling plastic pollution with Sky Ocean rescue</p>

Spring — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>Digital Safety</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 how devices store and share information 	<p>Guardian foundation and National Literacy Trust - NewsWise L6: False or real news</p> <p>L7: Questioning images in the news</p> <p>City of London Police - Cyber Detectives</p> <p>Internet Matters - Digital Matters</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>Curiosity Library (£)</p> <p>NCA-CEOP Education – Connect</p>
	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>Personal Development Curriculum Focus: Ambitious & self-motivated</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>LOUD! Network - Job skills, influences and goals</p> <p>The CEC – Career Explorers</p>
Summer — Health and wellbeing	<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 heatstroke 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 – The Sleep factor KS2 – L1</p> <p>PSHE Association - Keeping safe: sun safety KS2 – L1</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) – Lessons 3 to 5</p>
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Healthy Mind</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> 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 	<p>PSHE Association Mental Health and wellbeing Y5-6 L1: Mental health & keeping well</p> <p>L2: Managing challenges & changes</p> <p>PSHE Association - Personal identity KS2 L1</p> <p>Self-care – KS2 lesson plan – School Zone Self-care lesson plans Campaign Resource Centre (dhsc.gov.uk)</p> <p>The CEC – Career Explorers</p>
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>Risks & Hazards</p> <p>PoS Refs: H38, H43, H44, H45</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 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 law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>Environment Agency – Canal and river safety / Flood alert</p> <p>PSHE Association and GambleAware - Lesson 1 Exploring risk</p> <p>PSHE Association - Keeping safe: FGM PSHE Association - Firework safety</p> <p>NCA – Making the right #CyberChoices</p>

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage</p> <p>RSE & Consent 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/civil partnership mean e.g. a legal declaration of commitment made by to 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 PSHE Association – Committed relationships and family life</p>
	<p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>RSE & Consent 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>Bullying & Cyberbullying – Y6 PPT PSHE Association - Consent lesson packs Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics GHLL - Understanding consent PSHE Association – Friendship and bullying The Rez NCA-CEOP Education – Connect NCA – Making the right #CyberChoices</p>
	<p>Respecting ourselves and others Expressing opinions & respecting other points of view, including discussing topical issues. Personal Development Curriculum Focus: Respectful PoS Refs: R30, R34</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 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 	<p>Internet Matters - Digital Matters</p>
Spring — Living in the wider world	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes Personal Development Curriculum Focus: Compassionate PoS Refs: L8, L9, L10, R21</p>	<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 	<p>PSHE association Belonging and community: addressing discrimination and extremism Changing Faces - A World of Difference</p>
	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online Digital Safety 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 via social media & some of the risks/challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact 	<p>BBFC - lessons Let's watch a film! Making choices about what to watch City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics Curiosity Library (£) NCA – Making the right #CyberChoices</p>

<p>Spring — Living in the wider world</p>	<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>Financial Security</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 • 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>FIRST AID – SPRING TERM (St John’s Ambulance)</p> <p>L1: Emergencies and calling for help L2 Choking L3: Basic Life Support</p>	<p>PSHE Association and GambleAware – Exploring risk in relation to gambling Lesson 2</p> <p>PSHE Association - Money and wellbeing</p>
<p>Summer — 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>Healthy Mind</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 • 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 & out of 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. switch phone off at night • what to do & whom to tell if they are frightened or worried about something they have seen online • 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 	<p>Physical & mental wellbeing – Y6 PPT</p> <p>Social Media – Y6 PPT</p> <p>Sleep – Y6 PPT</p> <p>Bullying & Cyberbullying – Y6 PPT</p> <p>What to do about worry – Y6 PPT</p> <p>(All PPTs from Every Mind Matters)</p> <p>PSHE Association Mental Health and wellbeing – Managing loss & bereavement</p> <p>Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing</p> <p>Guardian foundation and National Literacy Trust - NewsWise</p> <p>Winston’s Wish – Loss and bereavement</p> <p>Internet Matters - Digital Matters</p> <p>Curiosity Library (£)</p> <p>Sure – Breaking Limits</p>

Growing and changing

RSE & Consent

Human reproduction and birth; increasing independence; managing transitions

PoS Refs: H24, H33, H35, H36

- 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 contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

[Medway Public Health Directorate – Changing and growing up: L1 to L4](#)

[Every Mind Matters KS2 - Transition to secondary school](#)

[NSPCC Talk Relationships – L1 Transitions](#)

[PSHE Association Mental Health and wellbeing – :L4 Feelings and common anxieties when transitioning to secondary school](#)

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Digital Safety & Drug Safety

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or 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

[BBFC - lessons Let's watch a film! Making choices about what to watch](#)

[PSHE Association – Drug and Alcohol Education \(Year 5-6\) Lessons 2 - 4](#)

[City of London Police - Cyber Detectives PSHE Association - Firework safety Internet Matters - Digital Matters](#)

[National Cyber Security Centre - CyberSprinters](#)

[PSHE Association - pick your pics NCA- CEOP Education – Connect](#)

[NCA – Making the right #CyberChoices](#)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships Anti-Bullying week Firework safety	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 Sun safety
Year 1	RSE & Consent Changing & Gowing Up – L1 Y1-2 – My special people (MPHD)	RSE & Consent L1 Asking for permission (PSHE) L3 Pants Power 5-7 (NSPCC)	Personal Development Kind & caring	Personal Development Caring & compassionate	Digital Safety L1-2 Watch Out Helping to make good viewing choices (BBFC)	Personal Development - Ambitious	Healthy Body: Hygiene, Diet, Exercise & Sun Safety L1 Keeping safe in the sun L1 KS1 Dental Health L1 KS1 Health Ed - Keeping healthy with food and drink L2 Health Ed - keeping healthy with physical activity (PSHE)	Healthy Mind L1 We all have feelings L2 Good and not so good feelings - Mental Health & wellbeing (PSHE) L1 – Personal Identity – All different, all special (PSHE) L1 – Self Care (EMM)	Risks & Hazards & Digital Safety
				FIRST AID - L1 Why is first aid important? / L2 Spot the danger (SJA) / L3 Calling 999 (SJA)					
Year 2	RSE & Healthy Mind Fire Safety (Fire Brigade in)	RSE & Consent L4 More Pants Power 5-7 (NSPCC) Risks & Hazards – Water safety - Seaside	Personal Development – Sociable and able to work with others	Personal Development – Sociable and able to work with others & Respectful	Digital Safety	Financial Security	Healthy Body & Mind & Drug Safety: sleep, diet and feelings, L3 Big feelings L4 Change and loss - Mental Health & wellbeing (PSHE) L1 – Saying goodbye to a pet & L2 Ways to feel better after a pet dies (WW) L1 KS1 The Sleep Factor (PSHE) L1 KS1 Dental Hygiene PSHE	RSE Changing & Gowing Up – L2 Y1-2 – the human life cycle (MPHD) Changing & Gowing Up – L3 Y1-2 – Everybody's Body (MPHD)	Risks & Hazards: home, road, rail, water, drugs & emergencies L1-3 KS1 Drug & Alcohol ed L1 Keeping safe at home (PSHE) L1 Crossing the road KS1 L2 Keeping safe around railways KS1 (PSHE)
				FIRST AID - L1 Calling 999 / L2 Giving first aid / L3 Safety stories / L4 Head injuries (SJA)					
Year 3	RSE & Consent L1-3 KS2 Families (PSHE) L5 PANTS Building Confidence 7-9 (NSPCC)	RSE & Consent & Digital Safety. L1 Giving and seeking permission (PSHE) L2 Personal Boundaries (PSHE)	Personal Development – Polite & respectful	Personal Development – Compassionate, respectful & sociable	Digital Safety	Personal Development – Ambitious & Self-motivated L2 Water Safety - Flood Alert (EA)	Healthy Body & Mind – Diet, Exercise & Feelings L1-5 KS2 Health Ed – Healthier eating habits, choices and habits L1 Everyday feelings L2 Expressing feelings - Mental Health & wellbeing (PSHE) L1 – Keeping safe in the sun	Healthy Mind – Personal Identity L1 KS1 Self Care (EMM)	Risks and Hazards: home fire, water, road, rail L1 Keeping safe at home (PSHE) L3 Independently crossing the road KS2 (PSHE) L4 Rail safety – risks and keeping safes KS2 (PSHE) L1 Canal & River Safety (EA)
				FIRST AID - L1 Emergencies and calling for help / L2 Bites & Stings (SJA)					
Year 4	RSE & Digital Safety Changing & Gowing Up – L1 Y3 what makes a good friend (MPHD)	Healthy Mind, Risks & Hazards & Digital Safety	Personal Development – Compassionate, respectful & sociable	Personal Development – Hard-working, sociable and able to work with others.	Digital Safety Risks & Hazards – Water safety - Rivers	Financial Security	Healthy Body: Exercise, Dental hygiene L1 KS2 Dental Hygiene (PSHE)	RSE Changing & Gowing Up – L1-4 Y4-5 – Time to change, puberty menstruation, wet dreams (MPHD)	Risks & Hazards – Home & Drug Safety L1 Exploring Risk (PSHE & GA) L1-2 Y3-4 Drug & Alcohol ed (PSHE)
				FIRST AID - L1 Emergencies / L2 injuries / L3 Asthma (SJA)					
Year 5	RSE	RSE & Consent L1 Understanding consent (GHLL) L6 How can the PANTS rules help us? (NSPCC) L3 Appropriate & inappropriate touch (PSHE)	Personal Development – Compassionate, respectful & sociable	Personal Development – Compassionate, respectful & sociable	Digital Safety L6 Fake or real news (Newswise) L7 Questioning images in the news (Newswise)	Personal Development – Ambitious & Self-motivated	Healthy Sleep & Sun Safety & Drug Safety L1 KS2 The Sleep Factor (PSHE) L1-3 Y5 Drug & Alcohol ed (PSHE)	Healthy Mind L1 Mental health & keeping well L1 KS2 Self Care (EMM) L2 Managing challenges & changes – (Y5-6 Mental health & wellbeing PSHE) L1 KS2 Personal Identity (PSHE)	Risks & Hazards & Safety in Emergencies
				FIRST AID - L1 First Aid Emergencies and calling for help / L2 Bleeding					
Year 6	RSE & Consent	RSE & Consent L1 KS2 Bullying and Cyber Bullying (EMM)	Personal Development – Respectful	Personal Development - Compassionate	Digital Safety	Financial Security L2 Chancing it! Exploring risk in relation to gambling (PSHE & GA)	Healthy Mind L1 Physical & Mental wellbeing (E.M.M) L1 Social Meda (E.M.M) L1 Sleep (E.M.M) L1 What to do about worry (E.M.M) L3 – Managing loss & bereavement (Y5-6 Mental health & wellbeing PSHE)	RSE & Consent L1 Transition (NSPCC) L4 Feelings and common anxieties when transitioning to secondary school (Y5-6 Mental health & wellbeing PSHE) L1-L4 Changing & Growing Up Y6 – Puberty, healthy relationships human reproduction (MPHD)	Digital Safety & Drug Safety L2-4 Y5-6 Drug & Alcohol ed (PSHE)
				FIRST AID - L1 First Aid Emergencies and calling for help / L2 Choking / L3 Basic Life Support (SJA)					