



Galley Hill Primary School & Nursery

Personal, Social, Health and Economic Education Policy, Incorporating statutory Relationship, Health and Sex Education

**Ratified at a meeting of the
Teaching and Learning Committee**

Signed: *Bob Mackenzie*

Name: Bob Mackenzie

Date: 9th July 2024

Due for review: July 2025

At Galley Hill Primary School and Nursery we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. Our intention through our PSHE curriculum is to deliver lessons which are accessible to all and that maximise the outcomes for every child so that they are resilient and curious learners, who have high aspirations. As a result of this, they will become independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to keep themselves healthy and safe. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We ensure that all aspects of the statutory Relationships, Health and Sex Education (RSHE) curriculum are delivered in an age-appropriate and sensitive manner. Our children are encouraged to gain a deeper understanding of their own wellbeing and they are encouraged to share their thoughts and feelings in a safe place.

1. Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1.** have respect for themselves and others, valuing the differences and similarities between people;
- 1.2.** develop good relationships with other members of the school and wider community;
- 1.3.** be independent, self-disciplined and responsible members of society;
- 1.4.** be positive and active members of a democratic society;
- 1.5.** develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6.** know and understand what constitutes a healthy lifestyle;
- 1.7.** be aware of safety issues and manage risk in their own lives.
- 1.8.** be aware of healthy relationships.

2. Curriculum organisation

Every class has a timetabled PSHE session every week. With the aid of PSHE Association resources our scheme of learning has adaptations made to ensure we cover the National Curriculum guidance for PSHE. A summary of our PSHE curriculum is attached as an appendix to this policy and is available on our school website.

In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science (including National Curriculum statutory sex education), Geography, RE, English and History.

PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.

Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's vision and values, the Fundamental British Values, Protected Characteristics and celebrating achievement.

3. Relationships, Sex and Health Education (RSHE)

3.1 Relationships and Health Education

The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, makes Relationship Education compulsory in all primary schools. The Department for Education defines relationships education as: 'the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts.' At Galley Hill, we agree whole-heartedly with this definition and also believe that comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships online and in the real world. We aim to build self-esteem and encourage exploration of personal identity. It is about helping children understand and make sense of the world in which they are growing up in; to recognise the differences and similarities between their peers and their families and to understand the fact that every human being is different and has the right to be respected. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their emotions. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe.

Furthermore, Relationships and Health Education should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults. We choose to teach this content to our children when they reach Year 4 as we have experienced that this is when many of our children begin the changes of puberty.

3.2 Sex Education

Sex Education is currently not compulsory in primary schools. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. We, like many other schools choose to teach some aspects of sex education to children in Year 6 (identified

on our PSHE overview in red) and will continue to do so. This is in addition to learning in the statutory primary Science National curriculum, which states that children need to understand how a baby is conceived and formed, through being taught about the human life cycle.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. Children have easy access to the internet and are able to view so much material online, meaning that they can attempt to self-educate but we believe it is better that they receive age-appropriate answers from school staff (and parents); peers and web material could provide distorted or inaccurate information.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated, age-appropriate, spiral curriculum is the best way of preventing discussions on sex, reproduction and private body parts becoming taboo and ensures that children do not become embarrassed unnecessarily. We believe it is essential to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

3.3 Home-School Partnership

We believe that parents also, have a key role in delivering relationship and sex education to their child/children. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. It is hoped that the school curriculum and ethos of the school complements and enhances home teaching and values, giving regard to the value of family life and loving as well as the importance of stable relationships.

We provide parents with opportunities to discuss the school's policy and practice and will consult our parent body following any major policy changes. Parents will be informed about the timing of the delivery of sex education in Year 6 and offered an opportunity to look at resources, ahead of these being delivered in school. Parents are encouraged to discuss and ask questions. Parents should be mindful that from September 2020, they have the right to withdraw their child from 'Sex Education' but not Statutory Relationships and Health Education nor Science. Any parents wishing to exercise their right to have their child excused from Sex Education (shown on the overview below in red) should arrange to hold a meeting with the headteacher.

4. Teaching and learning strategies

A range of teaching and learning strategies are used during PSHE lessons:

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear expectations, which are made explicit to the children and reinforced consistently.
- Visiting speakers, such as the police and health workers, also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school.

5. Resources

Resources for lessons are sourced by teachers as appropriate. The PSHE Association website provides a wealth of information which is used to support the delivery of their scheme of work. The school also has subscriptions to a range of other resource providers, including Twinkl.

6. Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s). The NSPCC's 'PANTS' rules are shared with all pupils and can help those with learning difficulties to understand how to stay safe:

- Privates are private;
- Always remember your body belongs to you;
- No means no;
- Talk about secrets that upset you;
- Speak up, someone can help.

These rules are backed up with explanations and adaptations will be made by teachers to ensure that all children are able to access learning.

7. Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our newsletter, parent consultations, open classrooms and parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with St Albans Church in Warners End, Watford Football Club and the local PCSO service.

8. Assessment, reporting and recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their work and performance, measured against the specific learning objectives set out in the PSHE scheme of work once per year. Children will be assessed as working at, above or towards the expectations for their year group.

9. Subject review and monitoring

The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching and planning. The subject leader supports colleagues in the teaching of PSHE, including RSHE, by passing on information and ideas, and delivering staff training as appropriate. Staff meetings are used, as appropriate, to discuss current issues and to make staff aware of any new initiatives, practices and resources. The Subject Leader has release time once per term to monitor what is happening within the subject and consider how PSHE is supporting the pupils' spiritual, moral, social and cultural development.

This policy will be reviewed by governors annually. Following major policy changes or every three years, it will be shared with the wider parent body for consultation. As a

minimum, this will involve sharing our policy and curriculum overview with parents and requesting their comments / responses to given questions. We may invite parents into school to discuss the policy and share resources.

GALLEY HILL PRIMARY SCHOOL PSHE: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts (penis, testicles, vulva, vagina, breasts, bottom), moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; menstruation; erections and wet dreams; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity and protected characteristics eg. Gender, race and ethnicity, sex, religion; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid

Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes; protected characteristics eg. Gender, race and ethnicity, sex, religion	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	<p>Human reproduction and birth -</p> <ul style="list-style-type: none"> Recap on puberty Sexual intercourse, conception and birth <p>Feelings and emotions during puberty increasing independence; managing transition</p>	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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Key:

Sex Education (parents can request for their child to be excused)

YEAR 1 – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns
Spring — Living in the wider world	Belonging to a community What rules are; caring for others’ needs; looking after the environment PoS Refs: L1, L2, L3	about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling

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

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Spring	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community

Spring — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>to recognise the purpose and value of the internet in everyday life</p> <p>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>that information online might not always be true</p>
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>
Summer — Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings</p>
	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<p>about the human life cycle and how people grow from young to old</p> <p>how our needs and bodies change as we grow up</p> <p>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles, breasts, bottom)</p> <p>about change as people grow up, including new opportunities and responsibilities</p> <p>preparing to move to a new class and setting goals for next year</p>

Keeping safe

Safety in different environments; risk and safety at home; emergencies

PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27

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

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<p>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</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online basic strategies</p> <p>to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>

Spring — Living in the wider world	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby
Summer — Health and wellbeing	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped 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</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>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>
<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone

Spring — Living in the wider world	Belonging to a community What makes a community; shared responsibilities PoS Refs: L4, L6, L7	the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

Summer — Health and wellbeing	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<p>how to identify external genitalia and reproductive organs</p> <p>about the physical and emotional changes during puberty</p> <p>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>strategies to manage the changes during puberty including menstruation</p> <p>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>how to discuss the challenges of puberty with a trusted adult</p> <p>how to get information, help and advice about puberty</p>
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<p>the importance of taking medicines correctly and using household products safely</p> <p>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</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p>

YEAR 5 – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<p>what makes a healthy friendship and how they make people feel included</p> <p>strategies to help someone feel included about peer influence and how it can make people feel or behave</p> <p>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</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>when and how to seek support in relation to friendships</p>
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>how to ask for, give and not give permission for physical contact</p> <p>how it feels in a person’s mind and body when they are uncomfortable</p> <p>that it is never someone’s fault if they have experienced unacceptable contact</p> <p>how to respond to unwanted or unacceptable physical contact</p> <p>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</p> <p>whom to tell if they are concerned about unwanted physical contact</p>
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<p>to recognise that everyone should be treated equally</p> <p>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</p> <p>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online</p>

Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people’s career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training
Summer	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	how sleep contributes to a healthy lifestyle, healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke

Summer — Health and wellbeing	PoS Refs: H8, H9, H10, H12	<p>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>
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing	<p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes, (Protected characteristics) 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>
	PoS Refs: H16, H25, H26, H27 Keeping safe Keeping safe in different situations, including responding in emergencies, first aid.	<p>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</p>
	PoS Refs: H38, H43, H44, H45	

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender, ethnicity or faith</p> <p>about the qualities of healthy relationships that help individuals flourish</p> <p>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>that people have the right to choose whom they marry or whether to get married</p> <p>that to force anyone into marriage is illegal</p> <p>how and where to report forced marriage or ask for help if they are worried</p>
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<p>to compare the features of a healthy and unhealthy friendship</p> <p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>strategies to respond to pressure from friends including online</p> <p>how to assess the risk of different online 'challenges' and 'dares'</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> <p>what consent means and how to seek and give/not give permission in different situations</p>
	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<p>about the link between values and behaviour and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussions online and manage conflict or disagreements</p>

<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination</p> <p>strategies to safely respond to and challenge discrimination</p> <p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p>
<p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<p>about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>how and why images online might be manipulated, altered, or faked</p> <p>how to recognise when images might have been altered</p> <p>why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>that social media sites have age restrictions and regulations for use</p> <p>the reasons why some media and online content is not appropriate for children</p> <p>how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>about sharing things online, including rules and laws relating to this</p> <p>how to recognise what is appropriate to share online</p> <p>how to report inappropriate online content or contact</p>
<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>

<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<p>that mental health is just as important as physical health and that both need looking after</p> <p>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings</p> <p>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>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</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>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</p> <p>what to do and whom to tell if they are frightened or worried about something they have seen online</p>
<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life
<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> • how to protect personal information online to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • 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

