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# HIGH LANE PRIMARY SCHOOL

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## PSHE Overview *(Including RSE and Health Education)*

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

	Autumn Core theme: Relationships			Spring Core theme: Living in the wider world			Summer Core theme: Health and wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
EYFS/Rec	Who keeps us safe?	How can we look after our friends?	Who are my 'special' people?	How can we look after our school?	How do we use technology?	When do we use money?	What are my super skills and goals? How can we keep clean?	How do we change and grow?	How can we stay safe in our community?
Year 1	Who is special to us?	What do we do when things upset us?	Why should we be kind?	How do we look after each other and our environment?	Why do people use the internet?	Why do we all have different strengths?	What does it mean to be healthy?	What makes me special?	Which rules keep us safe?
Year 2	What makes a good friend?	Is it ok to keep a secret?	What is the same and different about us?	What does it mean to belong?	How do we use the internet every day?	Why do we need money?	How can we stay healthy?	What changes as we grow older?	How can we keep ourselves safe?
Year 3	What does it mean to be part of a family?	What is bullying and can it ever really be stopped?	Why is it important to be respectful?	Why do we have rights, responsibilities and laws?	Is the internet a good thing?	Can you aspire to have any job you want?	Can our diet affect our health?	How do we reach our goals?	What are hazards?
Year 4	How can we be a good friend in person and online?	Is it easy to do the right thing?	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the impact of our 'digital' footprint?	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies?	Are all drugs bad?
Year 5	How can our friends influence us?	How do we deal with feelings of discomfort?	What is discrimination?	How can we look after our environment locally, nationally and globally?	What is the purpose of different types of media?	What does it mean to have 'ambition'?	How can we look after our bodies as we get older?	How does puberty affect our bodies? What makes up a person's identity?	What do we do in an emergency?
Year 6	How do friendships change as we grow?	How can we build and maintain positive relationships?	What does it mean to be a positive role model?	What does prejudice look like today?	How do we manage negativity online?	How do people's attitudes about money differ?	How can change affect our mental health?	How can we prepare for high school? How are babies conceived?	How can we protect ourselves online? Are there risks to taking drugs?

EYFS/Reception – Medium term overview			
Term	Key question	In this unit, the children will learn...	Resources
Autumn: Relationships	Who keeps us safe?	<ul style="list-style-type: none"> <li>about who keeps them safe and how</li> <li>what it means to be safe and unsafe</li> <li>to identify things that make them feel safe</li> <li>about how to tell an adult if something makes them feel unsafe</li> </ul>	<a href="https://www.bbc.co.uk/programmes/p01w52pl">https://www.bbc.co.uk/programmes/p01w52pl</a>
	How can I look after my friends?	<ul style="list-style-type: none"> <li>what friends are</li> <li>what makes a good friend</li> <li>how to communicate their feelings to other people</li> <li>how to show their feelings and recognise the feelings of others</li> <li>how their behaviour can have an impact on those around them</li> </ul>	<a href="https://www.youtube.com/watch?v=ReMq3KX8F94">https://www.youtube.com/watch?v=ReMq3KX8F94</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zswwxb/resources/1">https://www.bbc.co.uk/bitesize/topics/zswwxb/resources/1</a>
	Who are my 'special' people?	<ul style="list-style-type: none"> <li>to identify the special people in their lives</li> <li>that everyone has different special people and this is ok (this may also make an age-appropriate and relevant reference to different family dynamics including single parents, same-sex parents, step parents, foster parents or carers, extended families living together)</li> </ul>	
Spring: Living in the wider world	How can we look after our school?	<ul style="list-style-type: none"> <li>how to contribute positively to the life of the classroom</li> <li>to understand that their actions can have an impact on people/things around them</li> <li>that people and other living things have needs, and they have a responsibility to meet them (<i>turn taking, sharing, understanding the need to return borrowed items</i>)</li> <li>the importance of boundaries/rules to help keep them safe</li> <li>about the things that can improve and harm their local environment</li> </ul>	<a href="https://www.firstdiscoverers.co.uk/10-environmental-activities-early-years/">https://www.firstdiscoverers.co.uk/10-environmental-activities-early-years/</a>  <a href="https://www.eco-schools.org.uk/wp-content/uploads/2016/12/Early-Years-Eco-Schools-Leadership-Pack.pdf">https://www.eco-schools.org.uk/wp-content/uploads/2016/12/Early-Years-Eco-Schools-Leadership-Pack.pdf</a>
	How do we use technology?	<ul style="list-style-type: none"> <li>to identify different technological items they may come across on a day-to-day basis</li> <li>how to interact safely with age-appropriate technology and software</li> </ul>	<a href="https://literacytrust.org.uk/resources/digital-technology-and-early-years/">https://literacytrust.org.uk/resources/digital-technology-and-early-years/</a>  <a href="http://www.lancsngfl.ac.uk/curriculum/computing/index.php?category_id=335">http://www.lancsngfl.ac.uk/curriculum/computing/index.php?category_id=335</a>
	When do we use money?	<ul style="list-style-type: none"> <li>some of the different places money is used</li> <li>the name of some notes and coins used</li> <li>some of the ways in which money is used (<i>for example, paying for shopping, buying clothes, going for days out etc.</i>)</li> </ul>	<a href="https://www.moneyadvice.service.org.uk/en/articles/how-to-talk-to-your-children-about-money--age-3-4">https://www.moneyadvice.service.org.uk/en/articles/how-to-talk-to-your-children-about-money--age-3-4</a>  <a href="https://www.youtube.com/watch?v=dFzAU3u06Ps">https://www.youtube.com/watch?v=dFzAU3u06Ps</a>

<b>Summer: Health and wellbeing</b>	How am I feeling?	<ul style="list-style-type: none"> <li>• how to identify some good and not so good feelings, and ways to manage feelings that make them upset</li> <li>• it is ok to talk to others about how they feel</li> <li>• a basic understanding of how feelings can influence actions and behaviour</li> </ul>	<a href="https://www.ecmhc.org/ideas/emotions.html">https://www.ecmhc.org/ideas/emotions.html</a> <a href="https://www.youtube.com/watch?v=1TPUxVQ6UIk">https://www.youtube.com/watch?v=1TPUxVQ6UIk</a> <a href="https://www.youtube.com/watch?v=W6wIEp-M4tg">https://www.youtube.com/watch?v=W6wIEp-M4tg</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39">https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</a>
	How do we grow and change?	<ul style="list-style-type: none"> <li>• to identify and celebrate the similarities and differences between themselves and their friends and/or family members</li> <li>• how their interests and/or hobbies change as they grow older</li> </ul>	<a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</a>
	How can we stay safe in our community?	<ul style="list-style-type: none"> <li>• about possible hazards in the local community e.g. busy roads, local waterways</li> <li>• the rules that keep them safe near potential hazards</li> <li>• about some of the 'special people' who keep them safe in the community</li> </ul>	<a href="https://www.roadsafetyheroes.co.uk/early-years-under-5-lessons">https://www.roadsafetyheroes.co.uk/early-years-under-5-lessons</a>  <a href="https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety">https://www.brake.org.uk/info-and-resources/resources/guide-to-teaching-road-safety</a>

Year 1 – Medium term overview			
Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<b>Families and friendships</b>  Who is special to us?	<ul style="list-style-type: none"> <li>about the people who care for them</li> <li>the role of different people within their lives and how these people care for them</li> <li>what it means to be part of a family and how all families are different</li> <li>about the importance of telling people who care for them about things that worry them</li> </ul>	Medway Public Health Directorate KS1 – My special people  <a href="https://www.pshe-association.org.uk/metro-charity">https://www.pshe-association.org.uk/metro-charity</a>  Links to Twinkl Scheme: Team (L1), Be Yourself (L4)
	<b>Safe relationships</b>  What do we do when things upset us?	<ul style="list-style-type: none"> <li>about how to identify situations when a person’s body or feelings might be hurt and who to go to for help</li> <li>about what it means to keep something ‘private’, including parts of the body</li> <li>to identify different types of touch that make them happy/sad</li> <li>how to respond if someone’s actions make them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch other people</li> </ul>	<a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a>  Links to Twinkl Scheme: It’s My Body (L1), Team (L4)
	<b>Respecting ourselves and others</b>  Why should we be kind?	<ul style="list-style-type: none"> <li>what kind and unkind behaviour looks like in and out of school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means and looks like</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	Links to Twinkl Scheme: Team (L2, L3, L6), Be Yourself (L4, L6)
Spring: Living in the wider world	<b>Belonging to a community</b>  How do we look after each other and our environment?	<ul style="list-style-type: none"> <li>rules in different situations – class, home, outside</li> <li>that different people and animals have different needs</li> <li>how to care for people, animals and other living things</li> <li>how to look after the environment</li> </ul>	<a href="https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources/schools">https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources/schools</a>  Links to Twinkl Scheme: Britain (L1, L3, L5, L6)
	<b>Media literacy and digital resilience</b>  Why do people use the internet?	<ul style="list-style-type: none"> <li>how and why people use the internet</li> <li>the benefits of using the internet and other digital services</li> <li>how people find things out and communicate with others online</li> </ul>	

	<p><b>Money and work</b></p> <p>Why do we all have different strengths?</p>	<ul style="list-style-type: none"> <li>• that everyone has different strengths and abilities, in and out of school</li> <li>• about how different strengths and interests are required for different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p>Links to Twinkl Scheme: Money Matters (L1-6)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer: Health and wellbeing</p>	<p><b>Physical health and mental wellbeing</b></p> <p>What does it mean to be healthy?</p>	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important, in terms of physical and mental health</li> <li>• ways that they can take care of themselves</li> <li>• about basic hygiene</li> <li>• about healthy and unhealthy foods (including our sugar intake)</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play</li> <li>• about people who can help them to stay healthy – such as doctors, nurses, dentists etc.</li> <li>• how to keep safe in the sun</li> </ul>	<p>Links to Twinkl Scheme: It's My Body (L1-6)</p>
	<p><b>Growing and changing</b></p> <p>What makes me special?</p>	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique, including their likes and dislikes</li> <li>• how to manage and whom to tell when they find things difficult, or when things go wrong</li> <li>• how they are the same and different to other people</li> <li>• how their feelings can affect how they behave</li> </ul>	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>Links to Twinkl Scheme Team (L5, L6), Aiming High (L1-6), Be Yourself (L1-3)</p>
	<p><b>Keeping safe</b></p> <p>Which rules keep us safe?</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep them safe</li> <li>• why some things have age restrictions</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried or scared</li> </ul>	<p><a href="https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends">https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends</a></p> <p>Links to Twinkl Scheme: It's My Body (L1)</p>

Year 2 – Medium term overview			
Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<b>Families and friendships</b>  What makes a good friend?	<ul style="list-style-type: none"> <li>about the qualities of a good friend</li> <li>about different ways that people meet and make friends</li> <li>strategies for positive play – sharing, turn taking, including others etc.</li> <li>about what causes arguments between friends</li> <li>how to resolve friendship issues in a restorative manner</li> <li>how to recognise, and ask for help, when they are feeling sad or lonely</li> </ul>	Links to Twinkl Scheme: VIPs (L3-6)
	<b>Safe relationships</b>  Is it ok to keep a secret?	<ul style="list-style-type: none"> <li>how to recognise hurtful behaviour, in person and online</li> <li>what to do and whom to tell if they see or experience hurtful behaviour, in person and online</li> <li>about what bullying is and the different types of bullying</li> <li>how someone may feel if they are being bullied</li> <li>about the difference between happy surprises and secrets that make them feel uncomfortable or worried</li> <li>how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>how to ask for help if they are worried or scared</li> </ul>	<a href="https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends">https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends</a>  <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a>  Links to Twinkl Scheme: VIPs (L-6)
	<b>Respecting ourselves and others</b>  What is the same and different about us?	<ul style="list-style-type: none"> <li>about the things they have in common with their friends, classmates, family and others</li> <li>how friends can have both similarities and differences</li> <li>how to play and work cooperatively with others in a range of situations</li> <li>how to share their ideas and listen to others, take part in discussions and give reasons for their views</li> </ul>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’  Links to Twinkl Scheme: VIPs (L1, L2), One World (L1-4)
Spring: Living in the wider world	<b>Belonging to a community</b>  What does it mean to belong?	<ul style="list-style-type: none"> <li>about being part of different groups and the role they play in these groups – faith groups, teams, class groups etc.</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’  Links to Twinkl Scheme: Respecting Rights (L1-6), One World (L1)
	<b>Media literacy and digital resilience</b>  How do we use the internet daily?	<ul style="list-style-type: none"> <li>the ways in which people can access the internet – phones, tablets, computers etc.</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment – news, games, videos</li> <li>that information online might not always be true</li> </ul>	

	<p><b>Money and work</b></p> <p>Why do we need money?</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer: Health and wellbeing</p>	<p><b>Physical health and mental wellbeing</b></p> <p>How can we stay healthy?</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood</li> <li>• how to manage big feelings, including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Links to Twinkl Scheme: Think Positive (L1-6)</p>
	<p><b>Growing and changing</b></p> <p>What changes as we grow older?</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow for young to old</li> <li>• how our needs and bodies change as we group up</li> <li>• to identify and name main parts of the body, including external genitalia</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for the year/next year</li> </ul>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Links to Twinkl Scheme: Growing Up (L4-6)</p>
	<p><b>Keeping safe</b></p> <p>How can we keep ourselves safe?</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• 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</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• 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</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• 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</li> </ul>	<p><a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/</a></p> <p>Links to Twinkl Scheme: Safety First (L1-6)</p>



**Year 3 – Medium term overview**

Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<p><b>Families and friendships</b></p> <p>What does it mean to be part of a family?</p>	<ul style="list-style-type: none"> <li>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</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><a href="https://www.coramlifeeducation.org.uk/adoptables/the-adoptables-toolkit--understanding-the-challenges-adopted-children-face-at-school-resources-for-911-yearolds">https://www.coramlifeeducation.org.uk/adoptables/the-adoptables-toolkit--understanding-the-challenges-adopted-children-face-at-school-resources-for-911-yearolds</a></p>
	<p><b>Safe relationships</b></p> <p>What is bullying and can it ever really be stopped?</p>	<ul style="list-style-type: none"> <li>what is appropriate to share with friends, classmates, family and wider social groups (including online)</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p> <p>Links to Twinkl Scheme: It's My Body (L1)</p>
	<p><b>Respecting ourselves and others</b></p> <p>Why is it important to be respectful?</p>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping of including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at home, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a></p> <p><a href="https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources">https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</a></p> <p>Links to Twinkl Scheme: Britain (L5), TEAM (L2-6), Be Yourself (L4, L5)</p>
Spring: Living in the wider	<p><b>Belonging to a community</b></p> <p>Why do we have rights, responsibilities and laws?</p>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> </ul>	<p>Links to Twinkl Scheme: Britain (L2-4), TEAM (L5, L6)</p>

		<ul style="list-style-type: none"> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<b>Media literacy and digital resilience</b>  Is the Internet a good thing?	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	Google and Parent zone Be Internet Legends  Links to Twinkl Scheme: Aiming High (L1-3),
	<b>Money and work</b>  Can you aspire to have any job you want?	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in stem</li> <li>about some of the skills needed to do a job, such as teamwork and decision making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	Links to Twinkl Scheme: Money Matters (L1-6)
<b>Summer: Health and wellbeing</b>	<b>Physical health and mental wellbeing</b>  Can our diet affect our health?	<ul style="list-style-type: none"> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (in relation to food, exercise and sleep)</li> <li>what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be maintained, changed or stopped</li> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling have positive benefits for their mental and physical health</li> <li>about the things that affect feelings, both positively and negatively</li> <li>strategies to identify and talk about their feelings</li> <li>about some of the different ways people express feelings e.g. words, actions, body language</li> <li>to recognise how feelings can change overtime and become more or less powerful</li> </ul>	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)  Links to Twinkl Scheme: It's My Body (L2-4), Be Yourself (L1-3)

	<p><b>Growing and changing</b></p> <p>How do we reach our goals?</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school and out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• 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</li> </ul>	<p><a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a></p> <p><a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p> <p>Links to Twinkl Scheme: Be Yourself (L1-3)</p>
	<p><b>Keeping safe</b></p> <p>What are hazards?</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running whilst playing with friends, being in the kitchen</li> <li>• about fire safety at home, including the need for working smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2">https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2</a></p> <p>Links to Twinkl Scheme: It’s My Body (L5)</p> <p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/</a></p>

**Year 4 – Medium term overview**

Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<p><b>Families and friendships</b></p> <p>How can we be a good friend, in person and online?</p>	<ul style="list-style-type: none"> <li>• about the features of positive, healthy friendships, such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p> <p>Google and Parent Zone Be Internet Legends teaching pack</p> <p>Links to Twinkl Scheme: VIPs (L1-3)</p>
	<p><b>Safe relationships</b></p> <p>Is it easy to do the right thing?</p>	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online behaviour</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break confidence or share a secret</li> <li>• how to recognise risks online, such as harmful content or contact</li> <li>• how people may behave differently online, including pretending to be someone they are not</li> <li>• how to report concerns and seek help if they are worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p>Google and Parent Zone Be Internet Legends teaching pack</p> <p>Links to Twinkl Scheme: VIPs (L5, L6)</p>
	<p><b>Respecting ourselves and others</b></p> <p>Why is it important to treat others equally?</p>	<ul style="list-style-type: none"> <li>• to recognise differences between people, such as gender, race and faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p><a href="https://plprimarystars.com/resources/roarfordiversitypack">https://plprimarystars.com/resources/roarfordiversitypack</a></p> <p>Links to Twinkl Scheme: Growing Up (L5)</p>
Spring: Living in the wider world	<p><b>Belonging to a community</b></p> <p>What does it mean to belong to part of a community?</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p><a href="https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources">https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources</a></p> <p><a href="https://www.pshe-association.org.uk/system/files/Moving%20and%20moving%20home%20Lesson%20plan%20by%20Universit">https://www.pshe-association.org.uk/system/files/Moving%20and%20moving%20home%20Lesson%20plan%20by%20Universit</a></p>

			<a href="#">y%20of%20Worcester%2C%20KS2.p df</a>  Links to Twinkl Scheme: Respecting Rights (L1-5)
	<b>Media literacy and digital resilience</b>  What is the impact of our 'digital footprint'?	<ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts can look like</li> <li>to compare content shared for factual and advertising purposes</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	Links to Twinkl Scheme: Safety First (L6)  <a href="https://code.org/curriculum/course/2/18/Teacher">https://code.org/curriculum/course/2/18/Teacher</a>  <a href="https://www.outofyourhands.com/online-safety/your-digital-footprint/">https://www.outofyourhands.com/online-safety/your-digital-footprint/</a>
	<b>Money and work</b>  Is how we spend our money important?	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things, such as cash, cards, e-payments and the reason for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single-use plastics</li> </ul>	Links to Twinkl Scheme: One World (L1-5)  <a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a>
<b>Summer: Health and wellbeing</b>	<b>Physical health and mental wellbeing</b>  Why is it important to look after our teeth?	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness (including CoVid 19)</li> <li>that common illness can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<a href="https://www.healthforkids.co.uk/staying-healthy/looking-after-my-teeth/#:~:text=Brushing%20your%20teeth%20for%20at,and%20back%2C%20top%20and%20bottom!">https://www.healthforkids.co.uk/staying-healthy/looking-after-my-teeth/#:~:text=Brushing%20your%20teeth%20for%20at,and%20back%2C%20top%20and%20bottom!</a>  <a href="http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/tech/teeth/newsid_3830000/3830519.stm">http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/tech/teeth/newsid_3830000/3830519.stm</a>  <a href="https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans">https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans</a>
	<b>Growing and changing</b>  How does puberty affect our bodies?	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty (including changes to height, build, complexion, hair growth, body odour)</li> </ul>	Medway Public Health Directorate RSE lessons Y4/5 Puberty resource

		<ul style="list-style-type: none"> <li>• the importance of personal hygiene routines during puberty, including washing regularly and using deodorant or natural alternatives</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	Links to Twinkl Scheme: Growing Up (L1-6)
	<p><b>Keeping safe</b></p> <p>Are all drugs bad?</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that from some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for advice or help</li> </ul>	Links to Twinkl Scheme: Safety First (L2, 3, 5)

Year 5 – Medium term overview			
Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<b>Families and friendships</b>  How can our friends influence us?	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a>  Links to Twinkl Scheme: TEAM (L1-6)
	<b>Safe relationships</b>  How do we deal with feelings of discomfort?	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• 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</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	Links to Twinkl Scheme: It's My Body (L1)
	<b>Respecting ourselves and others</b>  What is discrimination?	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>	<a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a>  <a href="https://plprimarystars.com/resources/values">https://plprimarystars.com/resources/values</a>  Links to Twinkl Scheme: It's My Body (L5), Aiming High (L4)

Spring: Living in the wider world	<p><b>Belonging to a community</b></p> <p>How can we look after our environment locally, nationally and globally?</p>	<ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> </ul>	<p><a href="http://givingtohelpothers.org/">http://givingtohelpothers.org/</a></p> <p><a href="https://plprimarystars.com/resources/tackling-plastic-pollution">https://plprimarystars.com/resources/tackling-plastic-pollution</a></p> <p>Links to Twinkl Scheme: Britain (L2), Britain (L1, L4,5)</p>
	<p><b>Media literacy and digital resilience</b></p> <p>What is the purpose of different types of media?</p>	<ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>	<p><a href="https://www.theguardian.com/newswise-unit-of-work">https://www.theguardian.com/newswise-unit-of-work</a></p> <p>Google and Parent zone Be Internet Legends – coming soon</p> <p>Links to Twinkl Scheme: Britain (L3, L6)</p>
	<p><b>Money and work</b></p> <p>What does it mean to have ‘ambition’?</p>	<ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family and values</li> <li>the importance of diversity and inclusion to promote people’s career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>Links to Twinkl Scheme: Money Matters (L1-6), Be Yourself (L1, L6)</p>
Summer: Health and wellbeing	<p><b>Physical health and mental wellbeing</b></p> <p>How can we look after our bodies as we get older?</p>	<ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines, highlighting in particular CoVid 19</li> <li>to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p> <p>Links to Twinkl Scheme: It’s My Body (L1-6), TEAM (L4)</p>
	<p><b>Growing and changing</b></p> <p>How does puberty affect our bodies?</p>	<ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes and dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> </ul>	<p><a href="https://metrocharity.org.uk/youth/hbt-anti-bullying-programme">https://metrocharity.org.uk/youth/hbt-anti-bullying-programme</a></p>



	<p>What makes up a person's 'identity'?</p>	<ul style="list-style-type: none"> <li>• how the body changes during puberty, including key facts about the menstrual cycle, menstrual wellbeing and management, erections and wet dreams</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interest, hobbies and community groups and mental wellbeing</li> </ul>	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p><a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p> <p><a href="https://amaze.org/?topic=puberty">https://amaze.org/?topic=puberty</a></p> <p><a href="https://www.healthpromotion.ie/hp-files/docs/HPM00478.pdf">https://www.healthpromotion.ie/hp-files/docs/HPM00478.pdf</a></p> <p>Links to Twinkl Scheme: Be Yourself (L1-6) Year 4 Growing up (L1-6)</p>
	<p><b>Keeping safe</b></p> <p>What do we do in an emergency?</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/</a></p>

**Year 6 – Medium term overview**

Term	Theme	In this unit, the children will learn...	Resources
Autumn: Relationships	<p><b>Families and friendships</b></p> <p>How do friendships change as we grow?</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>Links to Twinkl Scheme: TEAM (L1-3), It’s My Body (L1)</p>
	<p><b>Safe relationships</b></p> <p>How can we build and maintain positive relationships?</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p> <p><a href="https://www.thinkuknow.co.uk/professionals/resources/play-like-share/">https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</a></p> <p>Links to Twinkl Scheme: Be Yourself (L3, L5), TEAM (L14)</p>
	<p><b>Respecting ourselves and others</b></p> <p>What does it mean to be a positive role model?</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p><a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a></p> <p>Links to Twinkl Scheme: Be Yourself (L2, L5)</p>

<b>Spring: Living in the wider world</b>	<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</p> <p><a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a> <a href="https://plprimarystars.com/resources/diversity">https://plprimarystars.com/resources/diversity</a></p> <p>The Learning Network – British Values</p> <p>Links to Twinkl Scheme: Britian (L1-6)</p>
	<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p>Barnardo’s Love Rocks programme</p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p> <p><a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a></p> <p><a href="https://www.cbbfc.co.uk/resources">https://www.cbbfc.co.uk/resources</a></p> <p>Links to Twinkl Scheme: Be Yourself (L6)</p>
	<b>Money and work</b>	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> </ul>	<p><a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a></p> <p>Links to Twinkl Scheme: Money Matters (L1-6)</p>

		<ul style="list-style-type: none"> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer: Health and wellbeing</p>	<p><b>Physical health and mental wellbeing</b></p> <p>How can change affect our mental health?</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<p><a href="https://www.theguardian.com/newswise-unit-of-work">https://www.theguardian.com/newswise-unit-of-work</a></p> <p><a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PShea_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PShea_EdComs_Resource_listing_Sep17</a></p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a></p> <p><a href="https://www.annafreud.org/schools-and-colleges/resources/">https://www.annafreud.org/schools-and-colleges/resources/</a></p> <p><a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a></p> <p><a href="https://mindup.org/">https://mindup.org/</a></p> <p><a href="https://www.winstonswish.org/">https://www.winstonswish.org/</a></p> <p>Links to Twinkl Scheme: Aiming High (L1-6), Team (L4)</p>
	<p><b>Growing and changing</b></p> <p>How can we prepare for high school?</p> <p>How are babies conceived?</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> </ul>	<p><a href="https://amaze.org/?topic=pregnancy-and-reproduction">https://amaze.org/?topic=pregnancy-and-reproduction</a></p> <p><a href="https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-in-association-with-pixl/">https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-in-association-with-pixl/</a></p>

		<ul style="list-style-type: none"> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults over the age of 16</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	
	<p><b>Keeping safe</b></p> <p>How can we protect ourselves online?</p> <p>Are there risks to taking drugs?</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• 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</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p>Barnardo's Real Love Rocks programme</p> <p>Links to Twinkl Scheme: It's My Body (L4)</p>