



## Howard Park Community School – PSHE Planning

### Whole School Long Term, and Medium Term Planning



## HOWARD PARK PSHE EDUCATION – LONG TERM OVERVIEW

	Autumn: Relationships			Spring: Living In The Wider World			Summer: Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and 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; recognizing 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; 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 values of rules and laws; rights freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted, different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations, including responding in emergencies, first aid.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



## Year 1 Medium Term Planning

# YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> Roles of different people; families; feeling cared for	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>
Spring — Living in the wider world	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>

<b>Spring — Living in the wider world</b>	<b>Media literacy and Digital resilience</b> Using the internet and digital devices;communicating online	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>
	<b>Money and Work</b> Strengths and interests; jobs in thecommunity	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do 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>
<b>Summer — Health and wellbeing</b>	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise;hygiene routines; sun safety	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>
	<b>Growing and changing</b> Recognising what makes them uniqueand special; feelings; managing when things go wrong	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes andwhat they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>
	<b>Keeping safe</b> How rules and age restrictions help us;keeping safe online	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, orscared</li> </ul>



## Year 2 Medium Term Planning

## YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> Making friends; feeling lonely and getting help	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>
	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and 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, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
Spring	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</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 to 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>

Spring — Living in the wider world	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</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 e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>
	<b>Money and Work</b> What money is; needs and wants; looking after money	<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>
Summer — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<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 e.g. playing outside, listening to music, spending time with others</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><b>Growing and changing</b></p> <p>Growing older; naming body parts;moving class or year</p>	<ul style="list-style-type: none"><li>• about the human life cycle and how people grow from young to old</li><li>• how our needs and bodies change as we grow up</li><li>• to identify and name the main parts of the body including external genitalia (e.g.vulva, vagina, penis, testicles)</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 next year</li></ul>
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<b>Summer — Health and wellbeing</b>	<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</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>
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## Year 3 Medium Term Planning

## YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> What makes a family; features of family life	<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>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<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>
	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, 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>

Spring — Living in the wider world	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities	<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> <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> How the internet is used; assessing information online	<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 a 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>
	<b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals	<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 or 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>
Summer — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings	<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 (e.g. in relation to food, exercise, 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> </ul>

Summer — Health and wellbeing		<ul style="list-style-type: none"> <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 has 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>
	<b>Growing and changing</b>  Personal strengths and achievements; managing and reframing setbacks	<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, 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>
	<b>Keeping safe</b>  Risks and hazards; safety in the local environment and unfamiliar places	<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 in the playground, in the kitchen</li> <li>about fire safety at home including the need for 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>



## Year 4 Medium Term Planning

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> Positive friendships, including online	<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>
	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> <li>to differentiate between playful teasing, hurtful behaviour and bullying, including online</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 a 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 worried or uncomfortable about someone's behaviour, including online</li> </ul>
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively	<ul style="list-style-type: none"> <li>to recognise differences between people such as gender, race, 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>



Spring — Living in the wider world	<b>Belonging to a community</b> What makes a community; shared responsibilities	<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>
	<b>Media literacy and Digital resilience</b> How data is shared and used	<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 look like</li> <li>to compare content shared for factual purposes and for advertising</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>
	<b>Money and Work</b> Making decisions about money; using and keeping money safe	<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-payment and the reasons 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>
Summer — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care	<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</li> <li>that common illnesses 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>

<b>Summer — Health and wellbeing</b>	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</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 interests, hobbies and community groups</li> <li>• and mental wellbeing</li> </ul>
	<b>Keeping safe</b> Medicines and household products; drugs common to everyday life	<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 for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>



## Year 5 Medium Term Planning

## YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> Managing friendships and peer influence	<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 or 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>
	<b>Safe relationships</b> Physical contact and feeling safe	<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>
	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and 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 a 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> </ul>

		<ul style="list-style-type: none"> <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>
Spring — Living in the wider world	<b>Belonging to a community</b> Protecting the environment; compassion towards others	<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>
	<b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact	<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>
	<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes	<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>how or why someone might choose a certain 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, 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>

Summer – Health and Wellbeing	<b>Physical health and Mental wellbeing</b>  Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<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> </ul>
	<b>Growing and Changing</b>  Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  <b>(Please note – this will be taught in the Autumn term as indicated on the long term plan)</b>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</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>
	<b>Keeping Safe</b>  Keeping safe in different situations, including responding in emergencies, first aid and FGM	<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>



## Year 6 Medium Term Planning

## YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...
Autumn — Relationships	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage	<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>
	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations	<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>
	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues	<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>



**Belonging to a community**

Valuing diversity; challenging discrimination and stereotypes

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

**Media literacy and Digital resilience**

Evaluating media sources; sharing things online

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

**Money and Work**

Influences and attitudes to money; money and financial risks

- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

**Physical health and Mental wellbeing**  
What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

**Growing and changing**  
Human reproduction and birth; increasing independence; managing transitions

- 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

		<ul style="list-style-type: none"> <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> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</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>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
	<b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<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>