

Ashton West End Primary Academy: PSHE Scheme of Work			
Foundation Stage – Please see the EYFS Overview			
Year 1: Medium Term Overview			
Half Term + Key Question:	Topic and PoS Objectives:	Pupil Outcomes	Resources
Autumn Term 1 What is the same and different about us?	Relationships: Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – inclusion, belonging and addressing extremism (KS1) Sameness and difference – PPT NSPCC – The underwear rule resources (PANTS) https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/ Medway Public Health Directorate – Primary RSE KS1 Lesson 3 – ‘Everybody’s body’ Tameside SRE Health and wellbeing Lesson 2 (Y1) Relationships Lesson 3 (Y2)
Autumn Term 2 Who is special to us?	Relationships: Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate – Primary RSE KS1 Lesson 1 – ‘My Special People’ Tameside SRE Relationships Lesson 1 (Y1) Health and wellbeing Lesson 1 (Y1) Living in the wider world Lesson 1 (Y2)
Spring Term 1 What helps us to stay healthy?	Health and wellbeing:	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) 	Tameside SRE Living in the wider world Lesson 2 (Y1) (Tameside scheme to be released)

	<p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H39</p>	<ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	Smoke free gates lessons (KS1)
<p>Spring Term 2</p> <p>What can we do with money?</p>	<p>Living in the wider world:</p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is – that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	Natwest Money Safe resources 5-8s: https://natwest.mymoneysense.com/teachers/
<p>Summer Term 1</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard 	Tameside SRE Living in the wider world Lesson 2 (Y1) Relationships Lesson 2 (Y1)

		<ul style="list-style-type: none"> • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	
Summer Term 2 How can we look after each other and the world?	Living in the wider world: Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate – Primary RSE KS1 Lesson 2 – ‘Growing up: the human life cycle’ Alzheimer’s Society – Creating a dementia-friendly generation (KS1) https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources Tameside SRE Living in the wider world Lesson 1 (Y1)
Year 2: Medium Term Overview			
Half Term + Key Question:	Topic and PoS Objectives:	Pupil Outcomes	Resources
Autumn Term 1 What makes a good friend?	Relationships: Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	BBC Class clips – making friends Teacher Planet: https://www.teacherplanet.com/content/friendship
Autumn Term 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe 	BBC Class Clips - bullying Anti-Bullying Week Resources (usually November)

	PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	
Spring Term 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	Natwest Money Safe resources 5-8s: https://natwest.mymoneysense.com/teachers/
Spring Term 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	ThinkuKnow: Jessie and Friends Life live it – stay safe https://lifeliveit.redcross.org.uk/ Tameside SRE Health and wellbeing Lessons 1 + 2 (Y2) Relationships Lessons 1 + 2 (Y2) - adapted

<p>Summer Term 1</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>Tameside scheme to be released</p> <p>Smoke free gates lessons (KS1)</p>
<p>Summer Term 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>PSHE association KS1 mental health and well being lessons.</p>
<p>Year 3: Medium Term Overview</p>			
<p>Half Term + Key Question:</p>	<p>Topic and PoS Objectives:</p>	<p>Pupil Outcomes</p>	<p>Resources</p>
<p>Autumn Term 1</p> <p>How can we be a good friend?</p>	<p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them 	<p>Medway Public Health Directorate – Primary RSE KS2 Year 3 – ‘Friendship’.</p> <p>Woodfer’s World Resources</p>

	PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	
Autumn Term 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	NSPCC – The underwear rule resources (PANTS) https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/ Life live it – stay safe https://lifeliveit.redcross.org.uk/ Tameside SRE Health and wellbeing Lessons 1, 2 +3 (Y3) Relationships Lesson 1 + 2 (Y3) Tameside scheme to be released Smoke free gates lessons (KS2) Be Internet Legends Resources
Spring Term 1	Relationships Families; family life; caring for each other	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex 	Coram life education – adoptables schools toolkit

<p>What are families like?</p>	<p>PoS refs: R5, R6, R7, R8, R9</p>	<p>parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	
<p>Spring Term 2</p> <p>What makes a community?</p>	<p>Living in the wider world Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>PSHE Association – inclusion, belonging and addressing extremism (KS2 Y3/ 4) Belonging to a community</p> <p>Worcester University – Moving and moving home.</p> <p>Premier League Primary Stars - Diversity</p>
<p>Summer Term 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>Healthy teeth – Happy Smiles Resource Pack (Westminster)</p>

<p>Summer Term 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>PSHE Association Sleep resources</p>
<p>Year 4: Medium Term Overview</p>			
<p>Half Term + Key Question:</p>	<p>Topic and PoS Objectives:</p>	<p>Pupil Outcomes</p>	<p>Resources</p>
<p>Autumn Term 1</p> <p>What strengths, skills and interests do we have?</p>	<p>Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>Premier League Primary Stars – Self Esteem/Resilience (links to resilience)</p>
<p>Autumn Term 2</p> <p>How do we treat each other with respect?</p>	<p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept 	<p>Premier League Primary Stars – Play the right way/ Inclusion (links to inclusion)</p> <p>Alzheimer’s Society – Creating a dementia-friendly generation (KS2) https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</p> <p>Tameside SRE Living in the wider world Lesson 1 (Y4) Relationships Lessons 2 + 3 (Y4)</p>

		<p>(such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> <ul style="list-style-type: none"> • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>Health and Wellbeing Leeson 2 (Y4)</p> <p>Be Internet Legends Resources</p>
<p>Spring Term 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>PSHE association KS2 (Y3/ 4) mental health and well-being lessons.</p>
<p>Spring Term 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>Betty – It's perfectly natural</p> <p>Medway Public Health Directorate – Primary RSE KS2 Year 4/5 – 'Puberty'.</p> <p>Tameside SRE Health and wellbeing Lessons 1 (Y4)</p>
<p>Summer Term 1</p> <p>How can our choices make a difference to</p>	<p>Living in the wider world Caring for others; the environment; people and animals; shared</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment 	<p>Premier League Primary Stars – Sky Ocean Rescue</p> <p>RSPCA – compassionate classrooms</p> <p>http://givingtohelpothers.org/</p>

<p>others and the environment?</p>	<p>responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	
<p>Summer Term 2</p> <p>How can we manage risk in different places.</p>	<p>Health and wellbeing Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>Google and Parentzone – Be Internet Legends Be Internet Legends Resources</p> <p>NSPCC – Share Aware</p> <p>PSHE Association and Gamble Aware – Exploring Risk</p> <p>Tameside SRE Health and wellbeing Lessons 3 (Y3)</p> <p>Smoke free gates lessons (KS2)</p>
<p>Year 5: Medium Term Overview</p>			
<p>Half Term + Key Question:</p>	<p>Topic and PoS Objectives:</p>	<p>Pupil Outcomes</p>	<p>Resources</p>

<p>Autumn Term 1</p> <p>What makes up our identity?</p>	<p>Health and wellbeing</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H26, H27, R32, L9</p>	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<p>PSHE Association – inclusion, belonging and addressing extremism (KS2 Y5/6) 'Stereotypes'.</p> <p>Premier League Primary Stars – Developing Values</p> <p>Metro Charity KS2 – Gender</p> <p>Tameside SRE Relationships Lesson 1 (Y4) adapted Relationships Lesson 1, 3, 4 (Y5)</p>
<p>Autumn Term 2</p> <p>What decisions can people make with money?</p>	<p>Living in the wider world</p> <p>Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<p>Natwest Money Safe resources 8-12s: https://natwest.mymoneysense.com/teachers/</p> <p>Pounds and Pence Resource Pack</p> <p>Making Sense of Money Pack</p>
<p>Spring Term 1</p> <p>How can we help in an accident or an emergency?</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help 	<p>https://lifeliveit.redcross.org.uk/</p>

		<ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	
<p>Spring Term 2</p> <p>How can friends communicate safely?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Google and Parentzone – Be Internet Legends Be Internet Legends Resources</p> <p>ThinkuKnow – like play share</p> <p>Tameside SRE Relationships Lesson 2, 5, 6 (Y5) Lesson 1 (Y6) Health and wellbeing Lesson 2 (Y5) Lesson 4 (Y6)</p>
<p>Summer Term 1</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break 	<p>(Tameside scheme to be released)</p> <p>Stories and Activities in 'Taking Drugs Literally'</p> <p>Smoke free gates lessons (KS2)</p>

		<ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	
Summer Term 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	Tameside SRE Relationships Lesson 1 + 8 (Y5) Natwest Money Safe resources 5-8s: https://natwest.mymoneysense.com/teachers/
To be covered during the course of the year. How can we manage puberty?	Health and wellbeing Puberty, physical changes, differences between girls and boys, human reproduction.	<ul style="list-style-type: none"> • how their bodies will change during puberty • how their emotions may change • about human reproduction and how this occurs 	Tameside SRE Health and Wellbeing Lessons 1, 3, 3a, 4 (Y5)
Year 6: Medium Term Overview			
Half Term + Key Question:	Topic and PoS Objectives:	Pupil Outcomes	Resources
Autumn Terms 1&2	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing 	PSHE association KS2 (Y5/ 6) mental health and well-being lessons 1 and 2. PSHE association and the sleep factor KS2 Rise Above - Sleep

<p>How can we keep healthy as we grow?</p>	<p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ▪ how to plan a healthy meal ▪ how to stay physically active ▪ how to maintain good dental health, including oral hygiene, food and drink choices ▪ how to benefit from and stay safe in the sun ▪ how and why to balance time spent online with other activities ▪ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ▪ how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>Rise Above – Social Media</p> <p>Tameside SRE Health and Wellbeing Lesson 5 (Y6)</p> <p>(Tameside scheme to be released)</p> <p>Stories and Activities in 'Taking Drugs Literally'</p> <p>Smoke free gates lessons (KS2)</p>
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<p>Spring Terms 1&2</p> <p>How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	<p>Rise Above – Social Media</p> <p>PSHE Association – inclusion, belonging and addressing extremism (KS2 Y5/6) ‘Extremism’.</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise lessons 3, 5 and 6</p> <p>https://cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</p> <p>Childnet Trust Me</p> <p>Tameside SRE Living in the wider world Lessons 1 +2 (Y6) Health and wellbeing Lesson 4 (Y6)</p> <p>Be Internet Legends Resources</p>

<p>Summer Terms 1&2</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>Medway Public Health Directorate – Primary RSE lessons Y6.</p> <p>PSHE association KS2 (Y5/ 6) mental health and well-being lesson 3 – feelings and common anxieties when transitioning to secondary school.</p> <p>Rise Above – Transition to Secondary School</p> <p>NSPCC – making sense of relationships</p> <p>Betty – It's perfectly natural</p> <p>Tameside SRE Health and Wellbeing Lessons 1, 2, 3 (Y6) Lessons 3 + 4 (Y5) Relationships Lessons 1 + 2 (Y6) Lessons 5, 6, 7 (Y5) Living in the wider world Lesson 3 (Y6)</p>
<p>Additional resources are located in the PSHE stock cupboard in the KS2 Corridor. These can be used to supplement or replace the above, as required. The cupboard also contains resources suitable for assembly use in KS1 and KS2 , such as stories.</p>			

Progression and Key Vocabulary

The following table highlights the main links between Relationships Education at primary and the Science Curriculum. The statutory content is that content which reflects the key points in the national Curriculum for Science and the Key Learning Outcomes for RS & HE at Primary. Not all of the vocabulary listed for Years 5 and 6 is considered statutory, however it is important to understand that pupils will hear of many of these terms in the media, from friend, older relative and in society in general. As an academy, we feel it is important to provide the pupils with accurate information and that, at the very least, we should be prepared should this arise within our teaching. In this way, we can support the children in making informed and safe choices in the future.

Year Group	Science Curriculum – Statutory Requirements	Non-Statutory Notes and Guidance	Key Vocabulary	PSHE Curriculum – Health and Wellbeing	PSHE Curriculum - Relationships	Key Vocabulary
KS1						
Year 1	Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva	Pupils should have the opportunity to learn: 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby)	Pupils should have the opportunity to learn: 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them	boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling
Year 2	Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (1‘Growing into adults’ should include reference to baby, toddler, child, teenager, adult)	They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.	baby, toddler, child, teenager, adult	8. about the process of growing from young to old and how people’s needs change 9. about growing and changing and new opportunities and responsibilities that increasing independence may bring 10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls		

KS2

Year 3	<p>Pupils should be taught to: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *</p> <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>		<p>pollination, pollen, male, ovule, female, seed</p>	<p>Pupils should have the opportunity to learn:</p> <p>8. about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>Pupils should have the opportunity to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg</p>
Year 4				<p>Pupils should have the opportunities to learn:</p> <p>18. How their body will, and emotions may, change as they approach and move through puberty</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>Pupils should have the opportunities to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection,</p>
Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life processes of reproduction in some plants and animal</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>			

						ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon
Year 6				<p>18. How their body will, and emotions may, change as they approach and move through puberty</p> <p>19. about human reproduction</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</p>