



**Ashton West End Primary Academy**  
**PSHE Scheme of Work**

From September 2020 Relationships and Health Education became a statutory requirement in primary schools. At Ashton West End Primary Academy, we have adopted the PSHE Association's Programme of Study and their question-based model for our scheme of work for KS1 & 2 (Ref: Pages 8-20).

### Curriculum Intent

It is our intention that children in our school are given the knowledge and understanding to achieve their full potential both now and in the future. We aim to provide them with the knowledge and understanding required to become a functioning member of British society and to be safe and happy. We have designed a comprehensive PSHE scheme of work which incorporates the statutory elements of health and relationships education and will continue to include a wider range of skills and themes for living in the wider world. During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active and positive contribution to their communities.

### Curriculum Implementation

PSHE lessons take place weekly and are supplemented through assemblies, circle time and intervention groups for those pupils requiring more support at different points in their school life. Approaches to teaching PSHE reflect the specific objectives being taught. Discussion and role play are often more appropriate than the written recording of work, but this occurs when relevant. PSHE objectives may also be covered in other curriculum areas, for example science, RE and Computing, and so reflect the teaching styles of these subjects. Unlike many other subjects, some of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced. This is the responsibility of all who are involved in the teaching of PSHE.

### Curriculum Impact

Through ongoing assessment and observation in lessons, class teachers identify those pupils who have understood the key content of the PSHE SOW. Pupil interviews and questionnaires further identify the impact that teaching has had on learning and behaviour. Key questions are considered for this?

Do the children in our school feel safe and know what to do if they do not?

Do pupils know how to care for their physical and emotional wellbeing (at an age appropriate level)?

Do they display positive behaviour in and around school, considering the impact of their actions on others?

Ongoing observation and assessment, as well as pupil responses, help to identify the answers to these questions, so that interventions (such as learning mentor time) can be implemented if required. Pupils should leave our school equipped with information and strategies to tackle the challenges of the future.

**Foundation Stage – Please see the EYFS Overview**

**Year 1: Medium Term Overview**

<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<p><b>Autumn Term 1</b></p> <p><b>What is the same and different about us?</b></p>	<p><b>Relationships:</b> Ourselves and others; similarities and differences; individuality; our bodies</p> <p><b>PoS refs:</b></p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L14. that everyone has different strengths</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>•</li> </ul>	<p>Class teachers can design and select their own resources for comparing standard body parts (head, shoulders etc) - Class teachers may use generic or self-designed resources for the first 4 pupils' outcomes.</p> <p>Approved Vocabulary (Outcome 5 and 6): General body parts (as covered in science) Private parts – male parts/female parts Penis/Vagina may come up in discussion - explain that these are the correct scientific terms and move on. If incorrect vocabulary is used by the children (e.g. tuppence, or willy) introduce the above terms and move on.</p> <p>PSHE Association – inclusion, belonging and addressing extremism (KS1) Sameness and difference – This lesson can be used in its entirety. It references the books 'Giraffe's Can't Dance' and 'The Rainbow Fish'. Please take care with the PPT – Don't let the children see the first few teacher slides.</p> <p>Tameside SRE Health and wellbeing Lesson 2 (Y1) Relationships Lesson 3 (Y2)</p>
<p><b>Autumn Term 2</b></p> <p><b>Who is special to us?</b></p>	<p><b>Relationships:</b> Ourselves and others; people who care for us; groups we belong to; families</p> <p><b>PoS refs:</b></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> </ul>	<p>Teachers may use generic and self- designed resources for these outcomes.</p> <p>Teaching about different families must include all types of family. There should not be a specific lesson on same sex couples, this should come through general teaching using poster packs and discussion. Do not refer to any type of family discussed as right, wrong, usual, typical, unusual etc. If this is brought up by the children (e.g. on religious grounds) acknowledge the</p>

	<p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>L4. about the different groups they belong to</p>	<ul style="list-style-type: none"> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p>religious standpoint and the acceptance in British Society.</p> <p>Medway Public Health Directorate – Primary RSE KS1 Lesson 1 – ‘My Special People’</p> <p>Tameside SRE Relationships Lesson 1 (Y1) Health and wellbeing Lesson 1 (Y1) Living in the wider world Lesson 1 (Y2)</p>
<p><b>Spring Term 1</b></p> <p><b>What helps us to stay healthy?</b></p>	<p><b>Health and wellbeing:</b></p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p><b>PoS refs:</b></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>	<ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p>Be mindful of terminology used in this unit. We are not thinking about drugs in the sense we would in KS2, more medicines and how important it is not to take them for no reason.</p> <p>Tameside SRE Living in the wider world Lesson 2 (Y1)</p> <p><b>(Tameside scheme now available and to be reviewed by LG)</b></p> <p>Smoke free gates lessons (KS1)</p>

	<p>H10. about the people who help us to stay physically healthy</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>		
<p><b>Spring Term 2</b></p> <p><b>What can we do with money?</b></p>	<p><b>Living in the wider world:</b></p> <p>Money; making choices; needs and wants</p> <p><b>PoS refs:</b></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<ul style="list-style-type: none"> <li>• what money is – that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>	<p>Class teachers can use generic and self-designed resources for this unit of work.</p> <p>Be mindful that some of our families may have financial worries at home. Treat this topic with care, especially when talking about the children’s wants and needs.</p> <p>Natwest Money Safe resources 5-8s:  <a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a></p>
<p><b>Summer Term 1</b></p> <p><b>Who helps to keep us safe?</b></p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; people who help us</p> <p><b>PoS refs:</b></p> <p>H25. to name the main parts of the body including external genitalia (reducedcontent at Y1)</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p>	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>• how to respond safely to adults they don’t know</li> <li>• 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</li> <li>• 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</li> <li>• to use the correct names for the main parts of the body</li> </ul>	<p>Generic resources and self-made resources can be used in this unit, as long as the vocabulary does not go beyond that approved for Y1.</p> <p>Tameside SRE Living in the wider world Lesson 2 (Y1)  Relationships Lesson 2 (Y1)  NSPCC – The underwear rule resources (PANTS) The PPT and pants activity can be used. Do not use the song. Be mindful of the approved vocabulary for Year 1  <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a></p> <p>Medway Public Health Directorate – Primary RSE KS1  Lesson 3 – ‘Everybody’s body’ Adapt this to refer to</p>

	<p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L5. about the different roles and responsibilities people have in their community</p>	<ul style="list-style-type: none"> <li>to know that parts of bodies covered with underwear are private</li> </ul>	<p>male/female parts and not using the full range of scientific vocabulary at this point.</p> <p>Tameside SRE Health and wellbeing Lesson 2 (Y1) Relationships Lesson 3 (Y2)</p>
<p><b>Summer Term 2</b></p> <p><b>How can we look after each other and the world?</b></p>	<p><b>Living in the wider world:</b> Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs:</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<ul style="list-style-type: none"> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for</li> <li>what can harm the local and global environment; how they and others can help care for it</li> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul>	<p>Though generic and self-made resources can be used, class teachers should be aware of the impact of some aspects of this unit. In particular, issues with bullying, fear of change and using the Alzheimer's resources. Be mindful of the vocabulary used when discussing the human life cycle at this age.</p> <p>Medway Public Health Directorate – Primary RSE KS1 Lesson 2 – 'Growing up: the human life cycle'</p> <p>Alzheimer's Society – Creating a dementia-friendly generation (KS1) <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>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>		Tameside SRE Living in the wider world Lesson 1 (Y1)
--	---	--	--

**Year 2: Medium Term Overview**

<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<p><b>Autumn Term 1</b></p> <p><b>What makes a good friend?</b></p>	<p><b>Relationships:</b> Friendship; feeling lonely; managing arguments</p> <p><b>PoS refs:</b></p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	<p>Class teachers can use resources as they see fit in this topic. Ensure there is an awareness of the class dynamics and any potential issues with friendships, bullying (though this is not the main focus) and loneliness before selecting resources to use.</p> <p><a href="#">BBC Class clips – making friends</a></p> <p>Teacher Planet: <a href="https://www.teacherplanet.com/content/friendship">https://www.teacherplanet.com/content/friendship</a></p>

<p><b>Autumn Term 2</b></p> <p><b>What is bullying?</b></p>	<p><b>Relationships</b> Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs:</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p>Class teachers can use resources as they see fit in this topic. Ensure there is an awareness of the class dynamics and any potential issues with friendships, bullying and loneliness before selecting resources to use.</p> <p><a href="#">BBC Class Clips - bullying</a></p> <p>Anti-Bullying Week Resources (usually November)</p>
---	--	---	--



	R25. how to talk about and share their opinions on things that matter to them		
<b>Spring Term 1</b>  <b>What jobs do people do?</b>	<p><b>Living in the wider world</b> People and jobs; money; role of the internet</p> <p><b>PoS refs:</b></p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>Class teachers can select and create resources to cover this unit.</p> <p>Be mindful that some of our families may have financial worries at home. Treat this topic with care, especially when talking about the children’s wants and needs.</p> <p>Natwest Money Safe resources 5-8s: <a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a></p>
<b>Spring Term 2</b>  <b>What helps us to stay safe?</b>	<p><b>Health and wellbeing</b> Keeping safe; recognising risk; rules</p> <p><b>PoS refs:</b></p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• 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</li> </ul>	<p>Resources for this unit should adhere to the approved content and vocabulary for Year 2. When talking about uncomfortable behaviour and secrets, reference the PANTS work from Year 1, using the same vocabulary – private parts, male/female parts.</p> <p><a href="#">ThinkuKnow: Jessie and Friends</a></p> <p>Life live it – stay safe <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p>Tameside SRE Health and wellbeing Lessons 1 + 2 (Y2) Relationships Lessons 1 + 2 (Y2) - adapted</p>

	<p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>		
--	---	--	--

	L9. that not all information seen online is true		
<b>Summer Term 1</b>  <b>What can help us grow and stay healthy?</b>	<b>Health and wellbeing</b> Being healthy: eating, drinking, playing and sleeping <b>PoS refs:</b> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	<ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health, including dental health</li> <li>how to be physically active and how much rest and sleep they should have everyday</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	Class teachers can use ready made or self-created resources for this topic. Be mindful of the general health and fitness of the class and their families.  <b>Tameside scheme available and to be reviewed by LG</b>  Smoke free gates lessons (KS1)
<b>Summer Term 2</b>  <b>How do we recognise our feelings?</b>	<b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up <b>PoS refs:</b> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave	<ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> <li>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)</li> <li>how feelings can affect people in their bodies and their behaviour</li> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	There are a range of resources available for mental health and wellbeing lessons. Ensure that the vocabulary does not exceed KS1.  When talking about situations that affect emotions, be mindful of the approved vocabulary for KS1 and the experiences of the given class. In particular, take care when discussing bereavement.  PSHE association KS1 mental health and wellbeing lessons.

	<p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>		
--	---	--	--

**Year 3: Medium Term Overview**

<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<b>Autumn Term 1</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> </ul>	Teachers are free to use available resources for this unit and to make their own to meet the specified

<p><b>How can we be a good friend?</b></p>	<p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p><b>PoS refs:</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<ul style="list-style-type: none"> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<p>criteria. Ensure individual experiences of the class are taken into account.</p> <p>Medway Public Health Directorate – Primary RSE KS2 Year 3 – ‘Friendship’.</p> <p>Woodfer’s World Resources</p>
<p><b>Autumn Term 2</b></p> <p><b>What keeps us safe?</b></p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> </ul>	<p>The majority of objectives in this unit can be taught using a range of generic resources available. For those relating to body parts, ensure that only the approved vocabulary is being used. Mainly use the terms private</p>

	<p><b>PoS refs:</b></p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</p>	<ul style="list-style-type: none"> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• 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</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• 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)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<p>parts, however introduce some more scientific vocabulary at this point. (penis, vagina, testicles)</p> <p>NSPCC – The underwear rule resources (PANTS) <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a> - review this from Year 1. Don't use the song. Can extend understanding.</p> <p>Life live it – stay safe <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p>Tameside SRE Health and wellbeing Lessons 1, 2 +3 (Y3) Relationships Lesson 1 + 2 (Y3)</p> <p><b>Tameside scheme available and to be reviewed by LG</b></p> <p>Smoke free gates lessons (KS2)</p> <p>Be Internet Legends Resources</p>
--	---	--	--

	<p>online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>		
<p><b>Spring Term 1</b></p> <p><b>What are families like?</b></p>	<p><b>Relationships</b> Families; family life; caring for each other</p> <p>PoS refs: R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p>Most of this unit can be though through readily available resources. Be mindful of the sensitivities regarding family type, particularly where this may be upsetting for some children (family bereavement, divorce, LAC etc).</p> <p>Teaching about different families must include all types of family. There should not be a specific lesson on same sex couples, this should come through general teaching using poster packs, stories and discussion. Do not refer to any type of family discussed as right, wrong, usual, typical, unusual etc. If this is brought up by the children (e.g. on religious grounds) acknowledge the religious standpoint and the acceptance in British Society.</p>

	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>		<p>Shared experiences, particularly celebrations and holidays, should include families of different cultures and beliefs to our own.</p> <p><a href="#">Coram life education</a> – adoptables schools toolkit</p>
<p><b>Spring Term 2</b></p> <p><b>What makes a community?</b></p>	<p><b>Living in the wider world</b> Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p>The focus here is on being a community and the value of having a safe, diverse and respectful community.</p> <p>There is a wealth of information and resourcing available. Resources should cover all aspects of diversity – racial, religious, disability, gender and LGBT. Individual lessons should not be given to one form of diversity, this should be all encompassing through discussion.</p> <p>Children should be aware of the LGBT community, but not explicitly taught about, with the focus on same sex couples at this point.</p> <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><a href="#">Premier League Primary Stars - Diversity</a></p>



	<p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>		
<p><b>Summer Term 1</b></p> <p><b>Why should we eat well and look after our teeth?</b></p>	<p><b>Health and wellbeing</b> Being healthy: eating well, dental care</p> <p><b>PoS refs:</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact</p>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p>Teachers are free to use all available resources for the teaching of this unit, including generic resources from the internet and those they make themselves.</p> <p><a href="#">Healthy teeth – Happy Smiles Resource Pack (Westminster)</a></p>

	<p>of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
<p><b>Summer Term 2</b></p> <p><b>Why should we keep active and sleep well?</b></p>	<p><b>Health and wellbeing</b> Being healthy: keeping active, taking rest</p> <p><b>PoS refs:</b> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body,</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p>Generic and teacher made resources can be used for this unit.</p> <p>PSHE Association Sleep resources</p> <p>Be Internet Legends Resources</p>

	<p>feelings, behaviour and ability to learn</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
<b>Year 4: Medium Term Overview</b>			
<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<p><b>Autumn Term 1</b></p> <p><b>What strengths, skills and interests do we have?</b></p>	<p><b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p><b>PoS refs:</b> H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p>Generic and teacher made resources can be used for the objectives in this unit.</p> <p><a href="#">Premier League Primary Stars – Self Esteem/Resilience</a> (links to resilience)</p>
<p><b>Autumn Term 2</b></p>	<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> </ul>	<p>In general, resources can be generic or teacher made. When covering discrimination, ensure that all aspects are referred to, though not through specific lessons,</p>

<p><b>How do we treat each other with respect?</b></p>	<p>Respect for self and others; courteous behaviour; safety; human rights</p> <p><b>PoS refs:</b>  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)  R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  R29. where to get advice and report concerns if worried about their own</p>	<ul style="list-style-type: none"> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (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)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<p>including racism, religious bias, gender bias and some issues surrounding LGBT – specifically that terms such as gay/bender etc are inappropriate and do not demonstrate respect for the lifestyles of others.</p> <p>When dealing with unwanted physical contact, be mindful of the agreed vocabulary for Year 4 (penis, testicles, vagina, breasts). Do not explicitly teach the vocabulary, but ensure that correct vocabulary is used, when appropriate.</p> <p><a href="#">Premier League Primary Stars – Play the right way/ Inclusion</a> (links to inclusion)</p> <p>Alzheimer’s Society – Creating a dementia-friendly generation (KS2) <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>Tameside SRE Living in the wider world Lesson 1 (Y4)  Relationships Lessons 2 + 3 (Y4)  Health and Wellbeing Leeson 2 (Y4)</p> <p>Be Internet Legends Resources</p>
--	---	---	--

	<p>or someone else's personal safety (including online)</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		
<p><b>Spring Term 1</b></p> <p><b>How can we manage our feelings?</b></p>	<p><b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour</p> <p><b>PoS refs:</b> H17. to recognise that feelings can change over time and range in intensity</p>	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> </ul>	<p>Though teachers are free to use a range of resources to approach this unit, care must be taken to ensure that the experiences of children are considered when planning discussions about loss and grief.</p> <p>PSHE association KS2 (Y3/ 4) mental health and well-being lessons.</p> <p>Link in resources from 'Zones od Tolerance'.</p>

	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<ul style="list-style-type: none"> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	
<p><b>Spring Term 2</b></p> <p><b>What decisions can people make with money?</b></p>	<p><b>Living in the wider world</b> Money; making decisions; spending and saving</p> <p><b>PoS refs:</b></p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what</p>	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• 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)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<p>Teachers are free to use generic resources and those which they develop themselves for this unit.</p> <p>Natwest Money Safe resources 8-12s: <a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a></p> <p>Pounds and Pence Resource Pack</p> <p>Making Sense of Money Pack</p>

	<p>makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>		
<p><b>Summer Term 1</b></p> <p><b>How can our choices make a difference to others and the environment?</b></p>	<p><b>Living in the wider world</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p><b>PoS refs:</b> L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• 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)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p>Teachers are free to develop their own resources and use generic resources sourced elsewhere.</p> <p><a href="#">Premier League Primary Stars – Sky Ocean Rescue</a></p> <p><a href="#">RSPCA – compassionate classrooms</a></p> <p><a href="http://givingtohelpothers.org/">http://givingtohelpothers.org/</a></p>

	<p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>		
<p><b>Summer Term 2</b></p> <p><b>How can we manage risk in different places?</b></p>	<p><b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk</p> <p><b>PoS refs:</b></p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• 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)</li> <li>• how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people’s online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• 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</li> </ul>	<p>Teachers may use their own and generic resources for this unit. Where there is crossover with the unit on discrimination, the same guidelines regarding content apply.</p> <p>As the children discuss online safety, be mindful of the language used.</p> <p><a href="#">Google and Parentzone – Be Internet Legends</a> Be Internet Legends Resources</p> <p><a href="#">NSPCC – Share Aware</a></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>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>		
--	--	--	--

	<p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>		
<b>Year 5: Medium Term Overview</b>			
<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<p><b>Autumn Term 1</b></p> <p><b>What makes up our identity?</b></p>	<p><b>Health and wellbeing</b> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p><b>PoS refs:</b></p> <p>H25. about personal identity; what contributes to who we are (e.g.</p>	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• 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)</li> </ul>	<p>During the delivery of this unit, be mindful of the backgrounds of all pupils within class, including religious beliefs. When gender is discussed, it is important to include content regarding objective H26 (gender identity).. It is not required to discuss specific details regarding gender identity (e.g. sex change, etc) nor is it necessary to devote specific lessons to LGBT issues, but the requirement to cover a legally protected characteristic is clear.</p>

	<p>ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<ul style="list-style-type: none"> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<p>PSHE Association – inclusion, belonging and addressing extremism (KS2 Y5/6) ‘Stereotypes’.</p> <p><a href="#">Premier League Primary Stars – Developing Values</a></p> <p>Metro Charity KS2 – Gender</p> <p>Tameside SRE Relationships Lesson 1 (Y4) adapted Relationships Lesson 1, 3, 4 (Y5)</p>
<p><b>Autumn Term 2</b></p> <p><b>How can drugs common to everyday life affect health?</b></p> <p><b>2 year rolling programme to alternate with Project Chameleon. (10 weeks)</b></p>	<p><b>Health and wellbeing</b></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p><b>PoS refs:</b></p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on</p>	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p>Teachers may use generic resources or those created by themselves for this unit. When referring to different drugs, focus more on the health implications and the legality of such substances.</p> <p><b>Tameside scheme available and to be reviewed by LG</b></p> <p>Stories and Activities in ‘Taking Drugs Literally’</p> <p>Smoke free gates lessons (KS2)</p>

	<p>health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>		
<p><b>Spring Term 1</b></p> <p><b>What jobs would we like?</b></p>	<p><b>Living in the wider world</b> Careers; aspirations; role models; the future</p> <p><b>PoS refs:</b> L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<p>Teachers are free to use generic resources and those they develop themselves for this unit.</p> <p>Tameside SRE Relationships Lesson 1 + 8 (Y5)</p> <p>Natwest Money Safe resources 5-8s: <a href="https://natwest.mymoneysense.com/teachers/">https://natwest.mymoneysense.com/teachers/</a></p>

	<p>can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>		
<p><b>Spring Term 2</b></p> <p><b>How can we help in an accident or an emergency?</b></p>	<p><b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies</p> <p><b>PoS refs:</b></p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p>Teachers are free to use generic resources and those which they develop themselves for this unit.</p> <p><a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p>
<p><b>Summer Term 1</b></p> <p><b>How can friends communicate safely?</b></p>	<p><b>Relationships</b> Friendships; relationships; becoming independent; online safety</p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> </ul>	<p>Teachers are free to use a range of resources in this unit. Be mindful of vocabulary used when discussing aspects of unsafe and uncomfortable relationships.</p>

	<p><b>PoS refs:</b></p> <p>R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<ul style="list-style-type: none"> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• 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</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p>When discussing types of relationships, all types are to be include. It is important to cover the traditional notion of marriage between two people as a life-long commitment and that many religions regard marriage as being between a man and woman, as well as talking about the range of relationships in society.</p> <p><a href="#">Google and Parentzone – Be Internet Legends</a> Be Internet Legends Resources</p> <p><a href="#">ThinkuKnow – like play share</a></p> <p>Tameside SRE Relationships Lesson 2, 5, 6 (Y5) Lesson 1 (Y6) Health and wellbeing Lesson 2 (Y5) Lesson 4 (Y6)</p>
<p><b>Summer Term 2</b></p> <p><b>How can we manage our feelings?</b></p>	<p><b>Health and wellbeing</b> Growing and changing; puberty</p> <p><b>PoS refs:</b> H31. about the physical and emotional changes that happen</p>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p>Teachers must ensure that resources used in this topic meet the agreed content.</p> <p>Pupils must understand the changes brought about by puberty and this will require the use of terminology such as penis, testicle, vagina, menstruation, period, womb, egg, sperm.</p>

	<p>when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, <b>erectons and wet dreams</b>)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>		<p>Resources that use vocabulary beyond this (erection, clitoris, wet dream etc) should be adapted at Year 4.</p> <p>When teaching about puberty and body parts, ensure that images are age appropriate and of a scientific and diagram style. All teaching should be in single-sex groups.</p> <p><a href="#">Betty – It’s perfectly natural</a></p> <p>Medway Public Health Directorate – Primary RSE KS2 Year 4/5 – ‘Puberty’.</p> <p>Tameside SRE Health and wellbeing Lessons 1 (Y4)</p>
<b>Spring Term 2</b>			
<b>How will we grow and change?</b>			
<b>Half Term + Key Question:</b>	<b>Topic and PoS Objectives:</b>	<b>Pupil Outcomes</b>	<b>Resources</b>
<p><b>Autumn Terms 1&amp;2</b></p> <p><b>How can we keep healthy as we grow?</b></p> <p><b>2 year rolling programme – some objectives to alternate with Project Chameleon. (10 weeks)</b></p>	<p><b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>▪ how to plan a healthy meal</li> <li>▪ how to stay physically active</li> <li>▪ how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>▪ how to benefit from and stay safe in the sun</li> <li>▪ how and why to balance time spent online with other activities</li> <li>▪ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>▪ how to manage the influence of friends and family on health choices</li> </ul> </li> </ul>	<p>Teachers may use generic resources or those created by themselves for this unit.</p> <p>When referring to different drugs, focus on the health implications and the legality of such substances. Look at the dangers of addiction.</p> <p>Be mindful of issues surrounding mental health and ensure that it is made clear that mental health, like physical health, can fluctuate over the course of time.</p> <p>When discussing FGM (Female Genital Mutilation) be generic about the vocabulary – linked to the approved vocabulary list, but ensure that children know it is an illegal practise involving the mutilation of Genitalia. This session can be linked to puberty and taught in single-sex classes. No imagery. No details of the procedures.</p>

	<p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage</p>	<ul style="list-style-type: none"> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• 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</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>	<p>PSHE association KS2 (Y5/ 6) mental health and well-being lessons 1 and 2.</p> <p>PSHE association and the sleep factor KS2</p> <p><a href="#">Rise Above - Sleep</a></p> <p><a href="#">Rise Above – Social Media</a></p> <p>Tameside SRE Health and Wellbeing Lesson 5 (Y6)</p> <p><b>Tameside scheme available and to be reviewed by LG</b></p> <p>Stories and Activities in ‘Taking Drugs Literally’</p> <p>Smoke free gates lessons (KS2)</p>
--	--	--	---



	<p>and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H40. about the importance of taking medicines correctly and</p>		
--	---	--	--

	<p>using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>		
<p><b>Spring Terms 1&amp;2</b></p> <p><b>How can the media influence people?</b></p>	<p><b>Living the wider world</b> Media literacy and digital resilience; influences and decision-making; online safety</p> <p><b>PoS refs:</b></p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• 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</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> </ul>	<p><a href="#">Rise Above – Social Media</a></p> <p>PSHE Association – inclusion, belonging and addressing extremism (KS2 Y5/6) ‘Extremism’.</p> <p><a href="#">PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise lessons 3, 5 and 6</a></p> <p><a href="https://cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans">https://cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</a></p> <p><a href="#">Childnet Trust Me</a></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>how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<ul style="list-style-type: none"> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	
<p><b>Summer Terms 1&amp;2</b></p> <p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p>	<p><b>Relationships</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p><b>PoS refs:</b> H24. problem-solving strategies for dealing with emotions, challenges</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• 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</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> </ul>	<p>Resources produced and used must comply with agreed vocabulary and content. This should relate the statutory RSE and Science Curriculums. There is no requirement for Sex education, and we are not teaching this as a school.</p> <p>Relationship discussion should cover all types of relationship and make it clear that all are accepted by British Society. Religious differences should be made clear and respected.</p>

	<p>and change, including the transition to new schools</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R2. that people may be attracted to someone emotionally, romantically and intimately; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults</p>	<ul style="list-style-type: none"> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• That couples in different types of relationships may choose to have, or not to have children (but not HOW they have children)</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• 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</li> </ul>	<p>Discussion of intimate relationships should be kept general – nothing that could be considered sex-education – focus on the romantic link.</p> <p>In puberty lessons (which will be single-sex) it is possible the boys will ask about erections and wet dreams. Teachers should be prepared for this and assure the boys that erections and wet dreams are normal – there is nothing wrong with them. These should not form the basis of a lesson.</p> <p>As with Y4 and Y6, diagrams may be used to teach puberty. These should be scientific in nature and vocabulary should be edited to fit the approved content.</p> <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><a href="#">Rise Above – Transition to Secondary School</a></p> <p><a href="#">NSPCC – making sense of relationships</a></p> <p><a href="#">Betty – It’s perfectly natural</a></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>who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>		
<p><b>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.</b></p>			

<sup>1</sup>FGM (female genital mutilation) remains in our scheme of work for safe-guarding reasons. Though non-statutory at primary, PSHE association advice is that the right to withdraw is not 'automatic'. Parents should be invited to discuss their concerns with school before withdrawal is granted.

### 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
<b>KS1</b>						
<b>Year 1</b>	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, <b>private parts, (penis, vagina)</b>	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	boy, girl, gender, <b>private parts (penis, vagina)</b> , pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling
<b>Year 2</b>	Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults <sup>1</sup> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	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	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. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to	

	(1'Growing into adults' should include reference to baby, toddler, child, teenager, adult)	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.		10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls	respond (including who to tell and how to tell them)	
<b>KS2</b>						
<b>Year 3</b>	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. * * 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		pollination, pollen, male, ovule, female, seed	Pupils should have the opportunity to learn: 8. about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread 20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	Pupils should have the opportunity to learn: 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	change, grow, mature, feelings, emotions, excited, up and down, worried,
<b>Year 4</b>				Pupils should have the opportunities to learn: 18. How their body will, and emotions may, change as they approach and move through puberty 20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	Pupils should have the opportunities to learn: 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	puberty, change, grow, mature, private parts, genitals, vagina, penis, testicles, breasts, feelings, excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes,
<b>Year 5</b>	Animals, including humans Pupils should be taught to: describe the changes as humans develop to old age Living things and their habitats  Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life processes of reproduction in some plants and animal	Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals	gestation period, pregnancy, live birth  sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period			

						ovary/ovaries, ovum/egg menstrual cycle, period, blood, discharge, Adam's apple, sperm, sweat, body odour, sanitary towel, tampon
Year 6				18. How their body will, and emotions may, change as they approach and move through puberty 19. about human reproduction 20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	puberty, change, grow, mature, private parts, genitals, strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, penis, testicles, sperm, ovum/egg, consent, semen, erection – if brought up by the pupils.



### **Statutory Content and The Programme of Study**

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1 and 2.

### **Relationships Education**

<b>By the end of primary school: Pupils should know:</b>	<b>KS1</b>	<b>KS2</b>
--	------------	------------

Families and people who care for me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	R2  R1, R4  H22, R3  R3  R4  R5	R6  R8  R2, R7  R1, R6, R7  R3, R5  R4, R9
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	R6  R6  R7  R8  R9	R10  R11  R13, R14  R16  R18

Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>H22, R23, L4, L6</p> <p>R6, R8</p> <p>R22</p> <p>H21, H23</p> <p>R22, H22</p> <p>R10, R11, R12</p> <p>L4</p> <p>R15, R17</p>	<p>R32, R33, L6</p> <p>R33, R34</p> <p>R33</p> <p>R22, R31</p> <p>R31</p> <p>R19, R20, R28</p> <p>R21, L7, L8, L9</p> <p>R22, R26</p>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>R14</p> <p>R12</p> <p>R20</p> <p>R15</p> <p>H34</p>	<p>R23</p> <p>R24, R30, R31</p> <p>R24, R29</p> <p>R24</p> <p>L13, L14</p>

Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	R17	R22
	<ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	R13, R18	R27
	<ul style="list-style-type: none"> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	R13	H45, R25
	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	R14, R15, R19	R24
	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	R20	R29, H45
	<ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	R20	R29

**Health Education**

<b>By the end of primary school: Pupils should know:</b>	<b>KS1</b>	<b>KS2</b>
--	------------	------------

Mental Wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H1	H15
	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H15, H16	H19
	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H18, H19	H20, H21
	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17	H16
	<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	H18, H20, H24	H16
	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	R10, R11	R19
	<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	H19, R12	H21, R20
	<ul style="list-style-type: none"> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	H24	H22

Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	L7, L8 H9 R10, R12 H28 H34 L9 H34	L11 H13 R30, L11, L15 H37, L23 H37, r20, L11 L12, L13, L14, L16 H42
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H1 H3 H3 H10	H7 H7 H4, H7 H14
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	H2, H3 H2 H2	H1, H6 H6 H2, H3, H6
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	H37	H46, H47, H48

Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	H8 H4 H7 H5 H6	H5 H12 H8 H11 H9, H40 H10
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H35, H36 H35, H37	H44 H43
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	H25. H26	H30, H31, H32, H34  H30, H31