

# PSHE KS2: LONG-TERM OVERVIEW

	<b>Autumn: Relationships</b> (Statutory – Relationships Education)			<b>Spring: Living in the wider world</b> (Non-Statutory)			<b>Summer: Health and Wellbeing</b> (Statutory, RSE & Health Education)		
	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
<b>Eider</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Dove</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Y4 only)	Medicines and household products; drugs common to everyday life
<b>Cuckoo</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Y4 only)	Medicines and household products; drugs common to everyday life. Keeping safe in different situations, including responding in emergencies, first aid (Y5)
<b>Budgerigar</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies (Y5)	Personal identity; recognising individuality and different qualities; mental Wellbeing (Y5)	Keeping safe in different situations, including responding in emergencies, first Aid (Y5)
<b>Avocet</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; Challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## YEAR 3: Eider — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships (E)	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Families (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p> <p><a href="#">Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</a></p>

<b>Spring</b> — Living in the wider world (E)	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p>
	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)</a></p> <p><a href="#">LOUD! Network - Job skills, influences and goals</a></p> <p><a href="#">Environment Agency – Flood alert</a></p>

<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</a></p> <p><a href="#">1 decision Keeping/staying healthy (£)</a></p> <p><a href="#">1 decision Feelings &amp; emotions (£)</a></p>
<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Self-esteem</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)</a></p>
<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p><a href="#">PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</a></p> <p><a href="#">1 decision Keeping/staying safe (£)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a></p> <p><a href="#">Environment Agency – Canal and river safety / Flood alert</a></p>

## YEAR 3 & 4: Dove — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships (D)	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Families (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p> <p><a href="#">Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</a></p>

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<b>Spring</b> — Living in the wider world (D)	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p>
	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)</a></p> <p><a href="#">LOUD! Network - Job skills, influences and goals</a></p> <p><a href="#">Environment Agency – Flood alert</a></p>

<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p><a href="#">1 decision Keeping/staying healthy (£)</a>  <a href="#">PSHE Association - Dental Health</a></p>
<p><b>Growing and changing (Year 4)</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>	<p><a href="#">PSHE Association - Dental Health</a></p>
<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS</p> <p>Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break</li> <li>how to ask for help or advice</li> </ul>	<p><a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a></p>

## YEAR 4 & 5: Cuckoo — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships (C)	<p><b>Families and friendships</b> Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)</a></p>
	<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> <li>to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>how to manage pressures associated with dares</li> <li>when it is right to keep or break a confidence or share a secret</li> <li>how to recognise risks online such as harmful content or contact</li> <li>how people may behave differently online including pretending to be someone they are not</li> <li>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">1 decision Computer safety (£)</a></p>
	<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>to recognise differences between people such as gender, race, faith</li> <li>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>about the importance of respecting the differences and similarities between people</li> <li>a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p>



<b>Spring</b> — Living in the wider world (C)	<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>to recognise that they belong to different communities as well as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community</a></p> <p><a href="#">Compassionate class KS2 RSPCA</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts look like</li> <li>to compare content shared for factual purposes and for advertising</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> <li></li> </ul>	<p><a href="#">Experian - Values, Money and Me (KS2)</a></p>

<b>Summer</b> — Health and wellbeing ( C )	<b>Physical health and Mental wellbeing</b>  Maintaining a balanced lifestyle; oral hygiene and dental care  PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<a href="#">1 decision Keeping/staying healthy (£)</a> <a href="#">PSHE Association - Dental Health</a>
	<b>Growing and changing (Year 4)</b>  Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>	<a href="#">PSHE Association - Dental Health</a>
	<b>Keeping safe</b>  Medicines and household products; drugs common to everyday life  PoS Refs: H10, H38, H40, H46  <b>(Year 5 First Aid as Class B)</b>	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break</li> <li>how to ask for help or advice</li> </ul>	<a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a>

## YEAR 5 & 6: Budgerigar — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships (B)	<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (9-11), Friendships and pressure (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</a></p>
	<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Developing values</a></p> <p><a href="#">Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</a></p>

<b>Spring</b> — Living in the wider world (B)	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	<p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2</a></p> <p><a href="#">Belonging to a community</a></p> <p><a href="#">Compassionate class KS2 RSPCA</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online how devices store and share information</li> </ul>	<p><a href="#">Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>
	<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p><a href="#">LOUD! Network - Job skills, influences and goals</a></p>

<b>Summer</b> — Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p><a href="#">PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital– The sleep factor</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 5-6)</a></p> <p><a href="#">Lifebuoy - ‘Soaper Heroes’ lesson plans</a></p>
	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p><a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a></p> <p><a href="#">Premier League Primary Stars – Self-esteem/ Resilience</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup> what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<p><a href="#">St John Ambulance: ‘First Aid Training in School’ lesson plans, KS2</a></p> <p><a href="#">Environment Agency – Canal and river safety / Flood alert</a></p> <p><a href="#">PSHE Association and GambleAware -Lesson 1 Exploring risk</a></p> <p><a href="#">PSHE Association - Keeping safe: FGM</a></p>

## YEAR 6: Avocet — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p><a href="#">Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a></p>
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p><a href="#">Thinkuknow Play Like Share</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</a></p>
	<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p>

<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p>
<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p><a href="#">Childnet Trust me Y5/6 lesson 1 Online content</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">BBFC KS2 lessons Let’s watch a film! Making choices about what to watch</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>
<p><b>Money and Work</b></p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><a href="#">PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>

**Physical health and Mental wellbeing**

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

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

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

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)

[NSPCC Making sense of relationships](#)

[Every Mind Matters KS2 Social media](#)

[Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news](#)

[Winston’s Wish – Loss and bereavement](#)

**Growing and changing**

Human reproduction and birth; increasing independence; managing transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

[Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made](#)



PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception<sup>2</sup>
- about the responsibilities of being a parent or carer and how having a baby changes someone’s life

[NSPCC Making sense of relationships - Secondary school and Changing friendship](#)

[Every Mind Matters KS2-Transition to secondary school](#)

[FPA – Growing up with Yasmine and Tom \(9-11\), Making babies \(£\)](#)

**Keeping safe**

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

[1 decision – Computer safety \(£\)](#)

[BBFC KS2 lessons Let’s watch a film! Making choices about what to watch](#)

[Childnet Trust me-Y5/6 Lesson 2 Online contact](#)

[Google and Parent zone Be Internet Legends](#)

[PSHE Association – Drug and Alcohol Education \(Year 5-6\)](#)

[City of London Police - Cyber Detectives](#)