PSHE and RSE Medium Term planning

EYFS Reception — MEDIUM-TERM OVERVIEW

Personal, social and emotional development (**PSED**) is recognised as one of the building blocks of success in life. PSED supports children to explore and learn confidently, interact effectively; learning to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. This relies on the adults in their lives providing them with positive feedback and modelling appropriate behaviour supporting them to feel secure in a nurturing environment.

- **Self confidence and self awareness** - children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour** - children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships** - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Learning Routines

- Understanding the structure of the day and predict what is coming next
- Using a class visual timetable

Independence skills

- Learning self help skills
- Building confidence

Relationships

- Playing with others
- Learning to take turns
- Learning about different families
- Learning the importance of friendship, being welcoming and making new friends
- It's ok to like different things

Health and Wellbeing

- Managing own basic needs
- Learning the importance of saying sorry and forgiveness
- Making choices
- How do I feel? Emotions
- Staying safe

Through modelling, language development, stories, role play, circle time, time to explore and practise.

Term	Topic	In this unit of work, students learn...	Suggested Lesson overviews /Teacher notes / resources
Autumn	**Learning about my new setting** **Learning about myself** **Learn about new friends** **Learning about emotions** **MyHappyMind- Meet Your Brain**	• who the new people in my life are • what happens when – learning school routines • about class rules, being polite to others, sharing and taking turns • to make new friends • to know that friends can make us feel happy • know how to make people feel welcome • to talk about themselves – what they look like, who is in their family, who are their friends are • understand emotions and feelings	Settling into school with the support of adults BOOK: Starting School - Janet and Allen Alhberg BOOK: Topsy and Tim Start School - Jean and Gareth Adamson BOOK: Pete the Cat – Eric Litwin BOOK: Colour Monster – Anna Llenas **Christopher Winter:** Family and Friendships *Learning Intention:* To recognise the importance of friendship *Learning Outcomes:* Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome BOOK: Strictly No Elephants - Lisa Mantchev **No Outsiders:** BOOK: Hello Hello - To say Hello - to everyone BOOK: Blue Chameleon - To make a new friend Purple Mash- Self Image and Identity (1) Purple Mash- Online Safety (2)
	Respecting ourselves and others **Making choices** **It's ok to be different** **MyHappyMind- Places** **MyHappyMind- Celebrate**	• to say what they are good at • to make choices • to say why they like or don't like something • to listen to others • that others may like different things and that's ok	**No Outsiders:** BOOK: You Choose - I can choose what I like BOOK: Red Rockets and Rainbow Jelly - It's ok to like different things Purple Mash- Online Reputation (1) Purple Mash- Copyright and Ownership (2)
Spring	**Being Kind** **Saying sorry** **MyHappyMind- Appreciate** **MyHappyMind- Relate**	• how to make friends • that friends can make us happy • to know how to be kind • about being a good friend • mistakes are ok, how to say sorry	**Christopher Winter:** Family and Friendships BOOK: Stick and Stone - Beth Ferry *Learning Intention:* To recognise the importance of saying sorry and forgiveness *Learning Outcomes:* Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right Purple Mash- Online Bullying (2) Purple Mash- Managing Online Information (2)

Summer	**Families** MyHappyMind- Engage	• identify different members of the family • recognise that all families are different • understand how different members of the family can help each other	**Christopher Winter:** Family and Friendships BOOK: The Family Book - Todd Parr *Learning Intention:* To recognise that all families are different *Learning Outcomes:* Identify different members of the family Understand how members of a family can help each other **No Outsiders:** BOOK: The Family Book - All families are different BOOK: Mommy, Mama and Me - To celebrate family Purple Mash- Health Wellbeing and Lifestyle (1) Purple Mash- Privacy and Security (2)

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Suggested Lesson overviews /Teacher notes / resources
Autumn — I	**Families and friendships** Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5 **Physical health and Mental wellbeing** Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10 MyHappyMind- Meet Your Brain	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family • • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy	**No Outsiders:** BOOK: Elmer I like the way I am BOOK: Going to the Volcano To join in **Christopher Winter:** Growing and Caring for ourselves – Families and care, different friends **No Outsiders:** Proud to belong BOOK: My World Your World I share the world with lots of people BOOK: Errol's Garden To work together

		• about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	**Christopher Winter:** Growing and Caring for ourselves - Growing and changing Purple Mash- Self Image and Identity (2)
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17 **MyHappyMind- Places**	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	Pants are private: https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22 **MyHappyMind- Celebrate**	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	Purple Mash- Online Bullying (1)
Spring — Living in the wider world	**Belonging to a community** What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	**No Outsiders:** Finding solutions BOOK: Want to Play Trucks? To find ways to play together BOOK: Hair, It's a Family Affair Proud to be me **Christopher Winter:** Growing and Caring for Ourselves: Families and care,

	MyHappyMind- Appreciate		Alzheimer's Society -Creating a dementia-friendly generation (KS1) https://www.alzheimers.org.uk/sites/default/files/2020-01/alzheimers_society_-_key_stage_one.pdf Experian - Values, Money and Me (KS1) https://www.valuesmoneyandme.co.uk/teachers
Spring — Living in the wider world	**Media literacy and Digital resilience** Using the internet and digital devices; communicating online PoS Refs: L7, L8	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	Purple Mash- Managing Online Information (3)
	Money and Work Strengths and interests; jobs in the community **MyHappyMind- Relate** PoS Refs: L14, L16, L17, L6, L7	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do • that money comes from different sources and can be used for different purposes. • about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	Purple Mash- Privacy and Security (3) Purple Mash- Copyright and Ownership (4) Money and Me- Lesson 1 (Shared Drive)
S u	**MyHappyMind- Engage**	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as	**No Outsiders:** Proud to belong BOOK: My World Your World I share the world with lots of people BOOK: Errol's Garden To work together **Christopher Winter:** Growing and Caring for ourselves - Growing and changing

		parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave	**Christopher Winter:** Growing and Caring for ourselves - Growing and changing **Purple Mash- Health Wellbeing and Lifestyle (1)**
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	Purple Mash- Online Reputation (2)

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	**Families and friendships** Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24 **MyHappyMind- Meet Your Brain**	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	**No Outsiders:** Empathy/Peer Pressure/ Diversity/Finding solutions BOOK: Can I Join Your Club? To welcome different people BOOK: How To Be a Lion To have self-confidence
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20 **MyHappyMind- Places**	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	Purple Mash- Self Image and Identity (2)
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25# **MyHappyMind- Celebrate**	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperativelyin different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	Purple Mash- Online Bullying (3)

Spring	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6 **MyHappyMind- Appreciate**	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community	**NO OUTSIDERS:** BOOK: The Great Big Book of Families To understand what diversity is BOOK: Amazing To think about what makes a good friend

Spring — Living in the wider world	**Media literacy and Digital resilience** The internet in everyday life; online content and information PoS Refs: L8, L9	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true	Purple Mash- Managing Online Information (5)
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15, L6, L7 MyHappyMind- Relate	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	Purple Mash- Privacy and Security (4) Purple Mash- Copyright and Ownership (2) Money and Me- Lesson 1 (Shared Drive)
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy, keeping teeth heathy, managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, MyHappyMind- Engage	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range offeelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings	**NO OUTSIDERS:** BOOK: What the Jackdaw Saw To communicate in different ways BOOK: All are Welcome To know I belong
	Growing and changing	• about the human life cycle and how people grow from young to	

	Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	**Christopher Winter Project:** Differences: Differences, male and female animals, naming body parts **Purple Mash- Health Wellbeing and Lifestyle (1)**

Summer — Health and wellbeing	**Keeping safe** Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	Red Cross – Life. Live it 'Stay safe' https://firstaidchampions.redcross.org.uk/primary/ ICT curriculum Purple Mash- Online Reputation (7)

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	**Families and friendships** What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9 **MyHappyMind- Meet Your Brain**	• 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 • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	**No Outsiders:** Discrimination/Bystanders/ Stereotypes/Mental health BOOK: This is Our House To understand what discrimination means BOOK: We're All Wonders To understand what a bystander is **Christopher Winter Project** Valuing Difference and Keeping Safe: Personal space, help and support Purple Mash-Online Relationships (6)
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30 **MyHappyMind- Places**	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to	**Christopher Winter Project** Valuing Difference and Keeping Safe: Personal space, help and support NSPCC Share Aware https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/ Purple Mash- Introduction to AI (4)

		face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect, courtesy and being polite P oS Refs: R30, R31 **MyHappyMind- Celebrate**	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society	**No Outsiders** Discrimination Bystanders Stereotypes Mental health **Christopher Winter Project** Valuing Difference and Keeping Safe: Personal space, help and support Alzheimer's Society -Creating a dementia-friendly generation (KS2) https://www.alzheimers.org.uk/sites/default/files/2020-01/alzheimers_society_-_key_stage_two.pdf Purple Mash- Online Bullying (2)
S	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3 **MyHappyMind- Appreciate**	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	**No Outsiders** BOOK: Beegu To be welcoming BOOK: The Truth About Old People To recognise a sterotype

	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12 **MyHappyMind- Relate**	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	ICT Curriculum Purple Mash- Self-image and identity (3)
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30, L13	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	**No Outsiders** Discrimination Bystanders Stereotypes Mental health Purple Mash- Privacy and Security (1) Purple Mash- Copyright and Ownership (1) Money and Me- Lesson 2 (Shared Drive) Money and Me Lesson 3 (Shared Drive)
Summer – Health	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)	**No Outsiders** *BOOK: The Hueys in the New Jumper* *To recognise and help an outsider* *BOOK: Planet Omar: Accidental Trouble Magnet* *To consider living Britain today*

	PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	• what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	
Summer — Health and wellbeing	**Growing and changing** Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29 **MyHappyMind- Engage**	• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful	
		• that everyone is an individual and has unique and valuable contributions to make • to recognise howstrengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • 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	

	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	Purple Mash- Privacy and Security (3)

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	**Families and friendships** Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18 **MyHappyMind- Meet Your Brain**	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	**No Outsiders:** Race and Racism/ Segregation Loneliness/Sadness BOOK: Along Came a Different To help someone accept difference BOOK: Dog Don't Do Ballet To choose when to be assertive **Christopher Winter Project** Growing up - Healthy relationships Purple Mash- Online relationships (3) Purple Mash- Online reputation (2)
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28 **MyHappyMind- Places**	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	ICT Curriculum NSPCC Share Aware https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/ Purple Mash- Online bullying (3)

	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33 **MyHappyMind- Celebrate**	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	**Christopher Winter Project** Growing up - Healthy relationships Purple Mash- Self-image and identity (3)

Spring — Living in the wider world	**Belonging to a community** What makes a community; shared responsibilities PoS Refs: L4, L6, L7 MyHappyMind- Appreciate	• the meaning and benefits of living in a community • to recognise that they belong to different communities aswell as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	**No Outsiders:** Race and Racism/ Segregation Loneliness/Sadness **BOOK:** Red: A Crayon's Story To be proud of who I am BOOK: Aalfred and Aalbert To find common ground **Christopher Winter Project** Growing up - Healthy relationships
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	ICT Curriulum links Purple Mash- Managing online information (6)
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21, L13 MyHappyMind- Relate	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	Purple Mash- Health, well being and lifestyle (2) Money and Me- Lesson 2 (Shared Drive) Money and Me Lesson 4 (Shared Drive)

Summer	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	**No Outsiders:** Race and Racism/ Segregation Loneliness/Sadness BOOK: When Sadness Comes To Call To look after my mental health BOOK: Julian Is A Mermaid To show acceptance Purple Mash- Privacy and security (4)
Summer — Health and wellbeing	**Growing and changing** Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34 **MyHappyMind- Engage**	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	**Christopher Winter Project** Growing up - Healthy relationships
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is	Purple Mash- Copyright Ownership (2)

		difficult to break • how to ask for help or advice	

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	**Families and friendships** Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26 **MyHappyMind- Meet Your Brain**	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	**No Outsiders** LGBT+/Homophobia/Prejudice Companionship/Equality BOOK: Kenny Lives With Erica and Martina To consider consequences BOOK: Rose Blanche To justify my actions **Christopher Winter Project:** Puberty: Talking about puberty The reproduction system Puberty help and support Purple Mash- Self-Image and Identity (5)
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 **MyHappyMind- Places**	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • 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 • whom to tell if they are concerned about unwanted physical contact	**No Outsiders** **Christopher Winter Project:** Puberty: Talking about puberty The reproduction system Puberty help and support

	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33 **MyHappyMind- Celebrate**	• to recognise that everyone should be treated equally • 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 • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	**No Outsiders** **Christopher Winter Project:** Puberty: Talking about puberty The reproduction system Puberty help and support Purple Mash- Online Reputation (5)
		• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	
Spring — Living in the wider	**Belonging to a community** Protecting the environment; compassion towards others PoS Refs: L4, L5, L19 **MyHappyMind- Appreciate**	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	**No Outsiders** LGBT+/Homophobia/Prejudice Companionship/Equality BOOK: Mixed To consider responses to racist behaviour BOOK: How To Heal a Broken Wing To recognise when someone needs help
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14 **MyHappyMind- Relate**	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information	Purple Mash- Online Bullying (5)

	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt.' • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	**No Outsiders** LGBT+/Homophobia/Prejudice Companionship/Equality Purple Mash- Health, Wellbeing and Lifestyle (5) Money and Me- Lesson 5, 6, 7 and 8. (Shared Drive)
Summer	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke	**No Outsiders** LGBT+/Homophobia/Prejudice Companionship/Equality BOOK: The Girls To explore friendship BOOK: And Tango Makes Three To encourage dialogue and express an opinion
Sumr — Health and wellbeing	PoS Refs: H8, H9, H10, H12	• how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities	**Christopher Winter Project:** Puberty: Talking about puberty The reproduction system Puberty help and support Purple Mash- Privacy and Security (5)

	MyHappyMind- Engage	• ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and communitygroups and mental wellbeing	
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid PoS Refs: H38, H43, H44, H45	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services	**Christopher Winter Project:** Puberty: Talking about puberty The reproduction system Puberty help and support Purple Mash- Managing Online Information (5)

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7 **MyHappyMind- Meet Your Brain**	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	**No Outsiders:** Belonging/Consequences/Fear Prejudice/Democracy/LGBT+/Equality BOOK: King of the Sky To consider responses to immigration BOOK: The Only Way Is Badger To consider language and freedom of speech **Christopher Winter Project:** Puberty, Relationships and Reproduction Communication in relationships Purple Mash- Self-Image and Identity (6) Purple Mash- Online Relationships (6) Purple Mash- Online Reputation (6)
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29 **MyHappyMind- Places**	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	

	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34 **MyHappyMind- Celebrate**	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	

Spring — living in the wider	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21 **MyHappyMind- Appreciate**	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	**No Outsiders:** Belonging/Consequences/Fear Prejudice/Democracy/LGBT+/Equality *BOOK: Leaf* To overcome fears about difference BOOK: The Island To consider causes of racism **Christopher Winter Project:** Puberty, Relationships and Reproduction Communication in relationships
	Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16 **MyHappyMind- Relate**	• about the benefits of safe internet use e.g. learning, connecting andcommunicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	Purple Mash- Online Bullying (6)

	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24, L14, L13, L2, L6	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud andgambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt.' • why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations to develop strategies for getting support for themselves or for others at risk. •	Purple Mash- Health, Wellbeing and Lifestyle (6) Money and Me- Lesson 9, 10, 11 and 12. (Shared Drive)
	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 **MyHappyMind- Engage** **MyHappyMind- Be your Best**	• that mental health is just as important as physical health and that both needlooking 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 orconflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome	**No Outsiders:** Belonging/Consequences/Fear Prejudice/Democracy/LGBT+/Equality BOOK: Introducing Teddy To show acceptance BOOK: A Day in the Life of Marlon Bundo and Jill Twiss To consider democracy Purple Mash- Privacy and Security (6)

		• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	
	Growing and changing **Human reproduction and birth; increasing independence and managing transitions** PoS Refs: H24, H33, H35, H36 **MyHappyMind- Transition Program (2 Session a week)**	• 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 • 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	**No Outsiders:** Belonging/Consequences/Fear Prejudice/Democracy/LGBT+/Equality **Christopher Winter Project:** Puberty, Relationships and Reproduction Communication in relationships Purple Mash- Managing Online Information (6) Purple Mash- Copyright and Ownership (6)

		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[2] • about the responsibilities of being a parent or carer and how having a baby changes • someone's life	

	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	**No Outsiders:** Belonging/Consequences/Fear Prejudice/Democracy/LGBT+/Equality **Christopher Winter Project:** Puberty, Relationships and Reproduction Communication in relationships NSPCC Share aware - resources on staff share BBFC KS2 lessons Let's watch a film! Making choices about what to watch Childnet Trust me-Y5/6 Lesson 2 Online Contact - resources on staff share Google and Parent zone Be Internet Legends – See ICT Curriculum links PSHE Association – Drug and Alcohol Education (Year 5-6) - resources on staff share

[2] Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.