



# PSHE

## Association



PSHE/RSHE overview 2023-2024

## PSHE/RSHE : National Curriculum

- All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.
- Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.
- Relationships education is compulsory for all primary school pupils

PSHE Association is the national body for personal, social, health and economic education.

Curiosity Library is a collection of KS1 and KS2 stories, lessons and resources covering a range of important themes which are Quality Assured by the PSHE Association.

# PSJP PSHE overview – 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	<b>Marvellous Me</b> Why do we follow Rules?	<b>Traditional Tales</b> Being Kind How do we share with others?	<b>Ticket to Ride</b> How do we following rules? How do we play with others?	<b>Come Outside</b> How can friends play together?	<b>Amazing Animals</b> What are my feelings?	<b>Fun at the Seaside</b> What can I do?
RECEPTION	<b>Marvellous Me</b> Daily Routines What makes me me?	<b>Traditional Tales</b> Charaterics of Learning How do I look after me and my teeth?	<b>Ticket to Ride</b> How do we stay safe? Developing Relationships	<b>Come Outside</b> How do we Stay healthy? Developing Relationships	<b>Amazing Animals</b> Characteristics of Learning Why do we think about Thinking?	<b>Fun at the Seaside</b> How do we stay healthy and safe?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## Nursery Medium Term Overview

Half term/Key statement:	Prompt/stimulus	Links to Milestones
<p><b>Autumn 1: Marvellous Me</b> Why do we follow rules?</p>	<ul style="list-style-type: none"> <li>• Hand washing and staying clean</li> <li>• Staying safe at snack time</li> <li>• Following Nursery Rules</li> <li>• Choose it, Use it, Put it away</li> <li>• Being the best version in nursery</li> <li>• Introduce the colour monster feelings – how do we feel</li> </ul>	<ul style="list-style-type: none"> <li>• FM - Able to play in different areas of provision.</li> <li>• FM - To settle into an activity for a set period of time.</li> <li>• FM - I can show an interest in other children's play and sometimes join in.</li> <li>• FM - To remember some rules with an adult reminding them – team stop and lining up.</li> <li>• SM - With prompts are able to follow rules such as quiet hands, magnetic eyes, team stop.</li> </ul>
<p><b>Autumn 2: Terrific Tales</b> Being Kind How do we share with Others?</p>	<ul style="list-style-type: none"> <li>• Following Rules – sharing</li> <li>• Following Rules – being kind</li> <li>• Celebrating and supporting others.</li> <li>• I can complete an important job</li> <li>• Practice playing together – pass the parcel, pass the jigsaw piece</li> </ul>	<ul style="list-style-type: none"> <li>• FM Able to play in different areas of provision.</li> <li>• FM To settle into an activity for a set period of time.</li> <li>• SM Start to enjoy the company of other children and want to play with them.</li> <li>• SM Develop their sense of responsibility and membership of a community by carrying out a simple task such as giving out the milk.</li> <li>• SM Able to put own coat on without help (not fastening)</li> <li>• SM With prompts are able to follow rules such as quiet hands, magnetic eyes, team stop.</li> </ul>
<p><b>Spring 1: Ticket to Ride</b> Why do we Follow rules? How do we play with others?</p>	<ul style="list-style-type: none"> <li>• Following rules and being the Best Version</li> <li>• Circle games – bug in a rug</li> <li>• Circle games – pack a bag</li> <li>• Circle game - Act the emotion</li> <li>• Circle game - pass the jigsaw</li> <li>• Following routines independently</li> <li>• Role Play on provision</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Children will be becoming increasingly independent in meeting their own care needs, e.g. using the toilet without prompts, washing and drying their hands thoroughly</li> <li>• Can take part in pretend play such as mummies and babies.</li> </ul> <p>N1 Milestones</p> <ul style="list-style-type: none"> <li>• Is able to find own locker</li> <li>• Is able to recognise own belongings.</li> <li>• To wash own hands</li> <li>• To drink milk and eat snack without support.</li> </ul>
<p><b>Spring 2: Come Outside</b> How can friends play together?</p>	<ul style="list-style-type: none"> <li>• Clapping games</li> <li>• Playing together – being kind together</li> <li>• Playing together – sharing together</li> <li>• Playing together – taking turns</li> <li>• Putting things away</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Children will be becoming increasingly independent in meeting their own care needs, e.g. using the toilet without prompts, washing and drying their hands thoroughly</li> <li>• Can take part in pretend play such as mummies and babies.</li> </ul> <p>N1 Milestones</p> <ul style="list-style-type: none"> <li>• Is able to find own locker</li> <li>• Is able to recognise own belongings.</li> <li>• To wash own hands</li> <li>• To drink milk and eat snack without support.</li> </ul>

<p><b>Summer 1: Amazing Animals</b> What are my feelings?</p>	<ul style="list-style-type: none"> <li>• Colour monster feelings</li> <li>• Acting out emotions</li> <li>• Feeling sad</li> <li>• Feeling happy</li> <li>• Feeling angry</li> <li>• Feeling worried</li> <li>• Remembering rules</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</li> <li>• Children can talk with others to solve conflicts, sometimes needing adult support.</li> <li>• Understand gradually how others might be feeling</li> </ul> <p>N1 Milestones</p> <ul style="list-style-type: none"> <li>• Able to show some control when waiting to speak or take turns.</li> <li>• Able to put coats and bags into own locker.</li> <li>• Able to play in different areas of provision.</li> <li>• To remember some rules with an adult reminding them – team stop and lining up.</li> </ul>
<p><b>Summer 2: Fun at the Seaside</b> What can I do?</p>	<ul style="list-style-type: none"> <li>• Can you complete the task?</li> <li>• Who is who?</li> <li>• Can you solve the problem?</li> <li>• Playing with others – solving problems</li> <li>• Talking to others – stop and speak</li> </ul>	<ul style="list-style-type: none"> <li>• Children can achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit)</li> <li>• Children can talk with others to solve conflicts, sometimes needing adult support.</li> </ul> <p>N1 Milestones</p> <ul style="list-style-type: none"> <li>• I can say goodbye to my family when coming to nursery</li> <li>• To settle into an activity for a set period of time.</li> <li>• I can show an interest in other children's play and sometimes join in.</li> </ul>

### Reception Medium Term Overview

Half term/Key statement:	Prompt/stimulus	Links to Milestones
<p><b>Autumn 1: Marvellous Me</b> Settling into Daily Routines What makes me me?</p>	<ul style="list-style-type: none"> <li>• Pink Goes to School – 1 decision</li> <li>• Blue uses an indoor voice – 1 decision</li> <li>• I try new things like The Very Hungry Caterpillar</li> </ul> <p>Circle Time</p> <ul style="list-style-type: none"> <li>• What makes me, me?</li> <li>• What makes me different</li> <li>• Who is in your family?</li> </ul>	<p>FM Children can select and use activities and resources. (with help when needed.) FM Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit) FM Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. SM Children show confidence in new social situations. SM Children increasingly follow rules, understanding why they are important.</p>
<p><b>Autumn 2: Terrific Tales</b> Characterics of Learning How do I looking after me and my teeth?</p>	<ul style="list-style-type: none"> <li>• COEL - Giraffes Can't Dance - I keep going even when I find things tough like Gerald the Giraffe</li> <li>• COEL - I make links in my learning.</li> <li>• 1Decision - Red Visits the Dentist</li> <li>• 1Decision - Orange brushes her teeth</li> <li>• 1Decision - Rainbow Feels Angry</li> <li>• 1Decision - Orange Feels Worried</li> </ul>	<p>SM Children have developed a sense of responsibility and membership of a community. SM Children show confidence in new social situations. SM Children increasingly follow rules, understanding why they are important. SM Children play with one or more other children. SM Children have developed appropriate ways of being assertive in their play. SM Children manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes SM Children are beginning to understand how others might be feeling. SM Children will further develop the skills they need to manage the school day successfully.</p>

<p><b>Spring 1: Ticket to Ride</b>  <i>Developing Relationships</i>  <i>How do I stay safe?</i></p>	<ul style="list-style-type: none"> <li>• 1Decision - Blue's best friend</li> <li>• 1Decision - Blue Explores Road Safety</li> <li>• 1Decision - Purple the Passenger</li> <li>• 1Decision - Purple is Poorly</li> <li>• 1Decision - Blue's Indoor Voice</li> </ul> <p>Circle Time</p> <ul style="list-style-type: none"> <li>• Friendly Behaviours</li> <li>• Safe and unsafe</li> <li>• Following rules to keep safe</li> </ul>	<p>TM - Children play with other children extending and elaborating play ideas.  TM - Children can talk about right and wrong and the consequences involved.  TM - Children are happy to have a go at a task and understand that we learn from mistakes.  TM - Children can make healthy choices about food, drink, activity and tooth brushing.  TM - Children have built constructive and respectful relationships.</p>
<p><b>Spring 2: Come Outside</b>  <i>Developing Relationships</i>  <i>How do I stay healthy?</i></p>	<ul style="list-style-type: none"> <li>• 1 Decision – Greens Green</li> <li>• 1 Decision – Rainbow helps at home</li> <li>• 1 Decision – Yellow wants to play with orange</li> <li>• 1 Decision – Pinks Screen Time</li> </ul> <p>Circle Time</p> <ul style="list-style-type: none"> <li>• Eating healthy</li> <li>• Food Hygiene</li> <li>• Friendships</li> </ul>	<p>TM - Children play with other children extending and elaborating play ideas.  TM - Children can talk about right and wrong and the consequences involved.  TM - Children are happy to have a go at a task and understand that we learn from mistakes.  TM - Children can make healthy choices about food, drink, activity and tooth brushing.</p>
<p><b>Summer 1: Amazing Animals</b>  <i>Characteristics of Learning</i>  <i>Why do we think about Thinking?</i></p>	<ul style="list-style-type: none"> <li>• Find ways to solve problems - Superworm</li> <li>• I am proud of my achievements - Smartest Giant</li> <li>• I try new things - Hungry Caterpillar</li> <li>• I explore - We are going on a bear hunt</li> <li>• I keep going when things are difficult - Giraffes Can't Dance</li> <li>• I make links with my learning - Curious George</li> </ul>	<p>FM - Children can confidently identify and moderate their own feelings socially and emotionally.  FM - Children show resilience and perseverance in the face of challenge.  FM - Children can talk about and express their feelings and the feelings of others.  FM - Children know and talk about the different factors that support their overall health and wellbeing.  FM - Children can think about the perspectives of others</p>
<p><b>Summer 2: Fun at the Seaside</b>  <i>How do we stay healthy and safe?</i>  <i>Transition</i></p>	<ul style="list-style-type: none"> <li>• What is healthy?</li> <li>• Are you healthy?</li> <li>• How do we stay healthy?</li> <li>• How do we stay Safe in School?</li> <li>• How do we stay Safe at home?</li> <li>• How do we stay safe at the seaside?</li> <li>• Moving on</li> </ul>	<p>FM - Children can confidently identify and moderate their own feelings socially and emotionally.  FM - Children show resilience and perseverance in the face of challenge.  FM - Children can talk about and express their feelings and the feelings of others.  FM - Children know and talk about the different factors that support their overall health and wellbeing.  FM - Children can think about the perspectives of others</p>



## YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf version</a> for latest Quality Assured resources)
<p><b>Autumn 1</b></p> <p>What is the same and different about us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p><a href="#">PSHE association – Inclusion, belonging and addressing extremism</a></p> <p><a href="#">Medway Public Health Directorate – Changing and growing up</a></p> <p><a href="#">PSHE association – Personal Identity</a></p>
<p><b>Autumn 2</b></p> <p>Who is special to us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><a href="#">Medway Public Health Directorate – Changing and growing up</a></p> <p><a href="#">PSHE Association - families</a></p>

<p><b>Spring 1</b> What helps us stay healthy?</p>	<p><b>Health and wellbeing</b>          Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy. (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>	<p><a href="#">PSHE Association – Dental Health</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education</a></p> <p><a href="#">Lifebuoy – ‘Soaper Heroes’ lesson plans</a></p> <p><a href="#">PSHE Association – Health Education: food choices, Physical activity &amp; balanced lifestyles</a></p>
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		<ul style="list-style-type: none"> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	
<p><b>Spring 2</b> What can we do with money?</p>	<p><b>Living in the wider world</b> Money; making choices; needs and wants  PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>	<p><a href="#">Experian – Values, Money and Me (KS1)</a></p>
<p><b>Summer 1</b> Who helps to keep us safe?</p>	<p><b>Health and wellbeing</b> Keeping safe; people who help us  PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p><a href="#">PSHE Association – Keeping safe at home</a></p>
<p><b>Summer 2</b> How can we look after each</p>	<p><b>Living in the wider world</b> Ourselves and others; the world around us; caring for others; growing and</p>	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> </ul>	<p><a href="#">Medway Public Health Directorate – Changing and growing up</a></p> <p><a href="#">Experian – Values, Money and Me (KS1)</a></p> <p><a href="#">Environment Agency – Caring for the Environment and Careers</a></p> <p><a href="#">PSHE Association – Personal Identity</a></p>

other and the world?

changing

PoS refs: H26, H27, R21, R22, R24, R25, L2, L3

- how to manage change when moving to a new class/year group

## YEAR 2 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b>  What makes a good friend?	<b>Relationships</b>  Friendship; feeling lonely; managing arguments  PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	
<b>Autumn 2</b>  What is bullying?	<b>Relationships</b>  Behaviour; bullying; words and actions; respect for others  PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/ not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<a href="#">PSHE – Consent lesson packs</a>
<b>Spring 1</b>  What jobs do people do?	<b>Living in the wider world</b>  People and jobs; money; role of the internet	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> </ul>	<a href="#">Environmental Agency – Caring for the Environment and Careers</a>

PoS refs: L15, L16, L17, L7, L8

- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

<p><b>Spring 2</b></p> <p>What helps us to stay safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><a href="#">Thinkuknow – Jessie and Friends</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p> <p><a href="#">BBFC – ‘Watch Out! Helping to make good viewing choices’</a></p> <p><a href="#">PSHE Association – Keeping Safe at home</a></p> <p><a href="#">PSHE Association – Road and rail safety</a></p>
<p><b>Summer 1</b></p> <p>What can help us grow and stay healthy?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><a href="#">PSHE Association – Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">PSHE Association – Dental Health</a></p> <p><a href="#">PSHE Association – The Sleep Factor</a></p> <p><a href="#">PSHE Association – Keeping safe: sun safety</a></p>
<p><b>Summer 2</b></p>			<p><a href="#">PSHE Association – Mental health and wellbeing</a></p>

<p>How do we recognise our feelings?</p>	<p><b>Health and wellbeing</b>  Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p><a href="#"><u>Winston's Wish – Loss and bereavement</u></a></p>
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# YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf version</a> for latest Quality Assured resources)
<b>Autumn 1</b> How can we be a good friend?	<b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments  PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<a href="#">Medway Public Health Directorate – Changing and growing up</a>  <a href="#">Our Class – Caring Friendships</a>
<b>Autumn 2</b> What keeps us safe?	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products  PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> </ul> <ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> </ul>	<a href="#">PSHE Association – Drug and Alcohol Education (Y3-Y4)</a>  <a href="#">Environment Agency – Canal and River safety/Flood alert</a>  <a href="#">Lifebuoy – ‘Scraper Heroes’ lesson plans</a>  <a href="#">PSHE Association – Keeping Safe at home</a>  <a href="#">PSHE Association – Keeping safe: sun safety</a>  <a href="#">PSHE Association – Firework safety</a>  <a href="#">National Cyber Bullying Centre – CyberSprinters</a>  <a href="#">PSHE Association – pick your pics</a>

- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

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

<p><b>Summer 2</b></p> <p>Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p><a href="#">PSHE Association – Keeping safe at home</a></p> <p><a href="#">PSHE Association – The Sleep Factor</a></p>
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# YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b>  What strengths, skills and interests do we have ?	<b>Health and wellbeing</b>  <i>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</i>  PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<a href="#">Premier League Primary Stars – Self-esteem/Resilience</a>  <a href="#">PSHE Association – Personal identity</a>
<b>Autumn 2</b> How do we treat each other with respect?	<b>Relationships</b>  <i>Respect for self and others; courteous behaviour; safety; human rights</i>  PoS refs: R19, R20, R21, R22, R25, R27,  R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> </ul>	<a href="#">Premier League Primary Stars – Play the right way/inclusion</a>  <a href="#">PSHE Association – Consent lesson packs</a>  <a href="#">Our Class – Caring Friendships</a>  <a href="#">PSHE Association – pick your pics</a>

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li><li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li></ul> |  |
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\* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools](#) information sheet for further information



<p><b>Spring 1</b></p> <p>How can we manage our feelings?</p>	<p><b>Health and wellbeing</b></p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	<p><a href="#">PSHE Association – Mental Health and wellbeing</a></p> <p><a href="#">Winston's Wish – Loss and bereavement</a></p>
<p><b>Spring 2</b></p> <p>How will we grow and change?</p>	<p><b>Health and wellbeing</b></p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p><a href="#">Medway Public Health Directorate – Changing and growing up</a></p>
<p><b>Summer 1</b></p> <p>How can our choices make a difference to others and the environment?</p>	<p><b>Living in the wider world</b></p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p><a href="#">Premier League Primary Stars/Sky Ocean Rescue – Tackling plastic pollution</a></p> <p><a href="#">RSPCA – Compassionate classroom lessons</a></p> <p><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></p> <p><a href="#">Experian – Values, Money and Me (KS2)</a></p> <p><a href="#">PSHE Association – Money and wellbeing</a></p>

PoS refs: L4, L5, L19, R34

<p><b>Summer 2</b></p> <p>How can we manage risk in different places?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1,</p> <p>L5, L15</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> </ul> <ul style="list-style-type: none"> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p><a href="#">PSHE Association and GambleAware – Exploring risk (KS2)</a></p> <p><a href="#">PSHE Association – Money and wellbeing</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Y3-Y4)</a></p> <p><a href="#">Environment Agency – Canal and river safety/Flood alert</a></p> <p><a href="#">PSHE Association – Firework safety</a></p> <p><a href="#">Our Class – Caring Friendships</a></p> <p><a href="#">National Cyber Security Centre – CyberSprinters</a></p> <p><a href="#">Internet Matters – Digital Matters</a></p> <p><a href="#">PSHE Association – pick your pics</a></p> <p><a href="#">PSHE Association – Road and rail safety</a></p>
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# YEAR 5 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b>  What makes up our identity?	<b>Health and wellbeing</b>  Identity; personal attributes and qualities;  similarities and differences; individuality; stereotypes  PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a>  <a href="#">Premier League Primary Stars – Developing values</a>  <a href="#">Coram Life Education – ‘The Belonging Toolkit’</a>  <a href="#">Changing Faces – A World of Difference</a>  <a href="#">PSHE Association – Personal Identity</a>
<b>Autumn 2</b>  What decisions can people make with money?	<b>Living in the wider world</b>  Money; making decisions; spending and saving  PoS refs: R34, L17, L18, L20, L21, L22,	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they</li> </ul>	<a href="#">Experian – Values, Money and Me (KS2)</a>

	L24	<p>want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	
<p><b>Spring 1</b> How can we help in an accident or emergency?</p>	<p><b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies  PoS refs: H43, H44</p>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> </ul>	<p><a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS2</a></p>

		<ul style="list-style-type: none"> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	
<p><b>Spring 2</b></p> <p>How can friends communicate safely?</p>	<p><b>Relationships</b></p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p><a href="#">Thinkuknow – Play, Like, Share</a></p> <p><a href="#">PSHE Association – Consent lesson packs</a></p> <p><a href="#">Our Class – Caring Friendships</a></p> <p><a href="#">Internet Matters – Digital Matters</a></p> <p><a href="#">PSHE Association – pick your pics</a></p> <p><a href="#">GHLL – Understanding consent</a></p>
<p><b>Summer 1</b></p> <p>How can drugs common to everyday life affect health?</p>	<p><b>Health and wellbeing</b></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> <li>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> </ul>	<p><a href="#">PSHE Association – Drug and Alcohol Education (Y5-Y6)</a></p>



- how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs

<p><b>Summer 2</b></p> <p>What jobs would we like?</p>	<p><b>Living in the wider world</b></p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<p><a href="#">LOUD! Network - Job skills, influences and goals</a></p>
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activities

- » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
- » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support

<p><b>Spring 1 &amp; 2</b> How can the media influence people?</p>	<p><b>Living the wider world</b> Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> <li>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> <li>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>how text and images can be manipulated or invented; strategies to recognise this</li> </ul>	<p><a href="#">PSHE Association -Inclusion, belonging and addressing extremism</a></p> <p><a href="#">PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</a></p> <p><a href="#">BBFC – Let's watch a film – making choices about what to watch</a></p> <p><a href="#">Every Mind Matters – Social Media</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Y5-Y6)</a></p> <p><a href="#">City of London Police – Cyber Detectives</a></p> <p><a href="#">Internet Matters – Digital Matters</a></p> <p><a href="#">PSHE Association – Money and Wellbeing</a></p> <p><a href="#">National Cyber Security Centre – CyberSprinters</a></p> <p><a href="#">PSHE Association – pick your pics</a></p>
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		<ul style="list-style-type: none"> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	
<p>Summer 1 &amp; 2</p> <p>What will change as we become more</p>	<p><b>Relationships</b> Different relationships, changing and</p> <p>growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul>	<p><a href="#">Medway Public Health Directorate – Changing and growing up</a></p> <p><a href="#">PSHE Association – Mental Health and wellbeing</a></p> <p><a href="#">City to sea – Rethink periods</a></p> <p><a href="#">Every Mind Matters – Transition to secondary school</a></p> <p><a href="#">Internet Matters – Digital Matters</a></p> <p><a href="#">NSPCC – Talk Relationships</a></p> <p><a href="#">Our Class – Caring Friendships</a></p>

independent?

<sup>1</sup> Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	
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<sup>2</sup>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.