

Year 3 – Perryfields Junior School PSHE and RSE Medium Term Overview

Contextual additions/enrichment added

In addition to previous learning, pupils will learn to...

Term	Topic	Lesson	Students will learn...	Key Vocabulary
Autumn - Relationships	Families and friendships	Lesson 1: What makes a family	<ul style="list-style-type: none"> 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 stability, support and love 	<p>Family – a group of people who live together (they all vary and are different). Friends – friends are people who you confide in, play with, have fun with and cheer you up when you are sad. Different – not the same as one another or each other. Important – of great significance and value. Emotions – a strong feeling coming from a circumstance or mood. Feelings – an emotional state or reaction. Personal – belonging to or affecting a particular person rather than anyone else. Express – to show using words, actions or body language. Conflict - a struggle between people which may be physical, or between conflicting ideas. Bystander – a person who does not become actively involved in a situation where someone else requires help Upstander – someone who intervenes on behalf of a person who's being bullied Bullying - to treat (someone) in a cruel, insulting, threatening, or aggressive way repeatedly. Boundaries – the limits you set with other people</p>
		Lesson 2: Features of a family life	<ul style="list-style-type: none"> 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 worried or upset What to do and whom to tell if family relationships are making them feel unhappy or unsafe 	
		Lesson 3: Making friends	<ul style="list-style-type: none"> How to be a good friend, e.g. kindness, listening, honesty About different ways that people meet and make friends 	
		Lesson 4: Maintaining friendships	<ul style="list-style-type: none"> 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 	
		Lesson 5: Personal boundaries	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups, including online What privacy and personal boundaries are, including online 	

	Healthy and safe relationships	Lesson 6: Safely responding to others	<ul style="list-style-type: none"> Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision What to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>letting them know what we find acceptable or unacceptable.</p> <p>Teasing – to make fun of</p> <p>Respectful - you accept somebody for who they are, even when they're different from you or you don't agree with them</p> <p>Self-Respect - understanding and honouring your own needs</p> <p>Courtesy – behaving in a polite manner and displaying good manners</p> <p>Polite - having or showing good manners or respect for other people</p>
		Lesson 7: The impact of hurtful behaviour	<ul style="list-style-type: none"> 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 face-to-face bullying 	
	Respecting ourselves and others	Lesson 8: Recognising respectful behaviour	<ul style="list-style-type: none"> To recognise respectful behaviours, helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online 	
		Lesson 9: The importance of self-respect	<ul style="list-style-type: none"> The importance of self-respect and their right to be treated respectfully by others 	
		Lesson 10: Courtesy and being polite	<ul style="list-style-type: none"> What it means to treat others, and be treated, politely. The ways in which people show respect and courtesy in different cultures and the wider society 	
Contextual addition	Contextual addition	Lesson 11: Disabilities	<ul style="list-style-type: none"> To understand different types of disability (including hidden disabilities). To know that people with a disability should be treated equally To be understanding and be respectful of challenges people with disabilities may face 	
		Lesson 12: Learning Disabilities	<ul style="list-style-type: none"> To understand learning disabilities and autism. To be understanding and be respectful of challenges people with learning disabilities may face 	
Spring – Living in the		Lesson 1: The values of rules and laws	<ul style="list-style-type: none"> 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 	<p>Rules – guidelines for how people should behave</p> <p>Laws – rules that have been passed by a government's legislature</p>

Wider World	Belonging to a community	Lesson 2: Rights	<ul style="list-style-type: none"> What human rights are and how they protect people To identify basic examples of human rights, including the rights of children 	<p>Enforce- to make people obey a law, or to make a particular situation happen or be accepted</p> <p>Human Rights – rights that belong to every individual, regardless of race, gender, religion, nationality or ethnicity</p> <p>United Nations – an organisation made up of representatives from different countries who work together to prevent and stop wars</p> <p>Rights – something you are entitled to as an individual</p> <p>Responsibilities – to do the things that you are expected to do and accept the consequences of your actions</p> <p>Internet – the internet’s job is to transport data from one computer to another</p> <p>Job – a regular position for which a person is paid to do particular duties</p> <p>Skills - the power or ability to perform a task well</p> <p>CV (Curriculum Vitae) – a formal document which gives information about a person’s skills, qualifications and experiences</p> <p>Qualifications –</p> <p>Stereotype – a particular image or opinion that comes to mind of a person or group of people</p> <p>Growth Mindset – believing that your brain can grow and you can learn many new things</p> <p>Express – to show or tell the thoughts or feelings of (oneself)</p> <p>Challenges – a barrier or obstacle that one may face</p> <p>Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p> <p>Rule of Law: The need for rules to make a happy,</p>
		Lesson 3: Freedoms and responsibilities	<ul style="list-style-type: none"> 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 	
	Media, literacy and digital resilience	Lesson 4: How the internet is used	<ul style="list-style-type: none"> To recognise the purpose and value of the internet in everyday life 	
		Lesson 5: The internet in everyday life	<ul style="list-style-type: none"> How the internet can be used positively for leisure, for school and for work 	
		Lesson 6: Assessing information online	<ul style="list-style-type: none"> How to report something seen or experienced online that concerns them e.g. images or content that worries them, unkind or inappropriate communication. To recognise that images and information online can be altered or adapted and the reason for why this happens 	
		Lesson 7: Assessing information online	<ul style="list-style-type: none"> 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 Strategies to recognise whether something they see online is true or accurate. 	
	Money and work	Lesson 8: Different jobs and skills	<ul style="list-style-type: none"> About jobs that people may have from different sectors e.g. teachers, charity work, business people That people can have more than one job at once or over their lifetime About some of the skills needed to do a job, such as teamwork and decision making 	
		Lesson 9: Job stereotypes	<ul style="list-style-type: none"> 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 science 	

		Lesson 10: Setting personal goals	<ul style="list-style-type: none"> 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. learning a new hobby 	safe and secure environment to live and work. Individual Liberty: Protection of your rights and the rights of others around you. Mutual Respect & Tolerance: Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.
	Contextual addition	Contextual addition	<ul style="list-style-type: none"> Growth Mindset Lesson 	
Summer – Health and Wellbeing	Physical health and mental wellbeing	Lesson 1: Health choices and habits	<ul style="list-style-type: none"> 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 etc) 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. 	Choice – the act of choosing between two or more possibilities. Habit – a usual way of behaving often a regular or repeated behaviour or action. Different – not the same as one another or each other. Important – of great significance and value. Responsibilities – to do the things that you are expected to do and accept the consequences of your actions. Emotions – a strong feeling coming from a circumstance or mood. Feelings – an emotional state or reaction. Future – time to come. Personal – belonging to or affecting a particular person rather than anyone else. Strength – the ability to do things that need a lot of physical or mental effort. Achievement - something done successfully
		Lesson 2: Health choices and habits	<ul style="list-style-type: none"> The positives and negative effects of habits, such as regular exercise or eating too much sugar What is meant by a healthy, balanced diet including what food should be eaten regularly or just occasionally That regular exercise such as walking or cycling has positive benefits for their mental and physical health 	
		Lesson 3: Why sleep is important	<ul style="list-style-type: none"> Why sleep and rest are important for growing healthy 	

		Lesson 4: What affects feelings	<ul style="list-style-type: none"> About the things that affect feelings positively and negatively To recognise how feelings can change overtime and become more or less powerful. 	<p>with effort, skill or courage.</p> <p>Regular – existing or happening repeatedly in a fixed patter, with equal or similar amounts of time in between.</p> <p>Balanced diet – a diet consisting of a variety of different types of foods to give the right amounts of nutrients necessary for good health.</p> <p>Mental health – your emotional, psychological and social wellbeing. It helps us determine how we handle different events and make choices.</p> <p>Physical health – the condition of your body.</p> <p>Express – to show using words, actions or body language.</p> <p>Challenge – to take part in a contest or competition with yourself or with others.</p> <p>Difficulty – finding something hard or tricky.</p> <p>Risk – a situation involving exposure to danger.</p> <p>Hazard - a potential source of danger.</p> <p>Danger – the possibility of suffering harm or injury.</p> <p>Safe – protected from or not exposed to danger or risk.</p> <p>Unfamiliar – not known or recognised.</p> <p>Stranger – a person you do not know or are not familiar with.</p>
		Lesson 5: Expressing feelings	<ul style="list-style-type: none"> Strategies to identify and talk about their feelings About some of the different ways people express feeling e.g. words, actions, body, language 	
	Growing and changing	Lesson 6: Personal strengths and achievements, managing and reframing setbacks (growth mindset)	<ul style="list-style-type: none"> That everyone is an individual and has unique and valuable contributions to make To recognise how strengths 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) 	
		Lesson 7: Recognising challenges	<ul style="list-style-type: none"> To recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues 	
		Lesson 8: Managing and reframing setbacks (growth mindset)	<ul style="list-style-type: none"> 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	Lesson 9: Risks and hazards	<ul style="list-style-type: none"> 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 	

		Lesson 10: Safety in the local environment and unfamiliar places	<ul style="list-style-type: none"> 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 	
Year 4				
In addition to previous learning, pupils will learn to...				
Term	Topic	Lesson	Students will learn...	Key Vocabulary
Autumn - Relationships	Families and friendships	Lesson 1: Features of positive friendships	<ul style="list-style-type: none"> About the features of positive healthy relationships such as mutual respect, trust and sharing interests 	<p>Beliefs – An acceptance that something exists or is true.</p> <p>Bullying – a person hurts another person with their body or words.</p> <p>Culture – The traditions and beliefs that a society or group of people practice in their daily lives.</p> <p>Dares – a person challenges another person to do or say something which might be unkind or hurtful.</p> <p>Discrimination – The unfair treatment of one particular person or group of people.</p> <p>Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together.</p> <p>Emotions – A strong feeling deriving from circumstances, mood or relationships.</p> <p>Feelings – An emotional state or reaction.</p> <p>Friendship – A relationship between two friends.</p> <p>Friendly joking - a person says or does something funny to make another person laugh.</p>
		Lesson 2: Positive friendships	<ul style="list-style-type: none"> Strategies to build positive friendships How to seek support with relationships if they feel lonely or excluded 	
		Lesson 3: Online positive friendships	<ul style="list-style-type: none"> How to communicate respectfully with friends when using digital services 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 	
		Lesson 4: Responding to hurtful behaviour	<ul style="list-style-type: none"> 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 	
		Lesson 5: Managing confidentiality	<ul style="list-style-type: none"> When it is right to keep or break a confidence or share a secret 	

	Healthy and safe relationships	Lesson 6: Managing dares	<ul style="list-style-type: none"> 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 	<p>Honesty – Telling the whole truth and not leaving out parts in order to hide something you know is wrong.</p> <p>Influence – A thing or person that has the power to affect another.</p> <p>Mutual respect – Understanding that we may all not have the same beliefs and values but we still respect and appreciate each other for our differences.</p> <p>Peer pressure – Feeling like you have to do something because people around you want you to or expect you to.</p> <p>Physical – Relating to the body.</p> <p>Prejudice – Judging someone or having an idea about them before you actually know anything about them.</p> <p>Respect – Acting in a way that shows you care about a persons feelings and well-being.</p> <p>Secret – Something kept or planned to be kept from others’ knowledge.</p> <p>Society – A community or group of people.</p> <p>Teasing</p>
		Lesson 7: Recognising risks online	<ul style="list-style-type: none"> 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 	
	Respecting ourselves and others	Lesson 8: Respecting differences and similarities	<ul style="list-style-type: none"> 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 	
		Lesson 9: Discussing differences sensitively	<ul style="list-style-type: none"> A vocabulary to sensitively discuss difference and include everyone About the importance of respecting the differences and similarities between people 	
		Lesson 10: Appreciating the range of identities	<ul style="list-style-type: none"> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 	
Spring – Living in the Wider World	Belonging to a community	Lesson 1: What makes a community	<ul style="list-style-type: none"> The meaning and benefits of living in a community To recognise that they belong to different communities as well as the school community About the different groups that make up and contribute to a community 	<p>Aspiration – A hope or ambition for the future.</p> <p>Beliefs – An acceptance that something exists or is true.</p> <p>Career – Your profession (job) or chosen line of work with opportunities for progression.</p> <p>Community – A group of people living or working together in the same place or having a particular characteristic in common.</p> <p>Climate change – the name given to changes in weather and temperature that pose a challenge</p>
		Lesson 2: Shared responsibilities	<ul style="list-style-type: none"> 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 	

		Lesson 3: Resources allocated	<ul style="list-style-type: none"> To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. 	for us now and in the future. These changes are a result of human activity and they are not good for the planet.
	Media, literacy and digital resilience	Lesson 4: How data is used and shared	<ul style="list-style-type: none"> That everything shared online has a digital footprint What a digital footprint is and what it means That organisations can use personal information to encourage people to buy things 	Compassion – Showing understanding and empathy towards others.
		Lesson 5: Online advertising	<ul style="list-style-type: none"> To recognise what online adverts look like To compare content shared for factual purposes and for advertising That organisations can use personal information to encourage people to buy things 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 	Consequences – A result or effect of an action.
		Lesson 6: How to keep safe online	<ul style="list-style-type: none"> Building a positive digital footprint and why it's important Ways they can start to build a positive digital footprint Understanding what is and isn't okay to share online Controlling who sees your information online 	Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together.
	Money and work	Lesson 7: The role of money	<ul style="list-style-type: none"> To learn about the role money plays in their own and others' lives 	Environment – Everything that is around us which includes both living and non-living things.
		Lesson 8: Making decisions about money	<ul style="list-style-type: none"> How people make different spending decisions based on their budget, values and needs How to manage money 	Equality – Everyone has the same chances or the same treatment.
		Lesson 9: Saving and budgeting	<ul style="list-style-type: none"> How to keep track of money and why it is important to know how much is being spent 	Finance - How people act in managing their money. This includes earning, spending, saving and investing it.
		Lesson 10: Keeping money safe	<ul style="list-style-type: none"> About different ways to pay for things such as cash, cards, e-payments 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 	Influence – A thing or person that has the power to affect another.

for us now and in the future. These changes are a result of human activity and they are not good for the planet.

Compassion – Showing understanding and empathy towards others.

Consequences – A result or effect of an action.

Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together.

Environment – Everything that is around us which includes both living and non-living things.

Equality – Everyone has the same chances or the same treatment.

Finance - How people act in managing their money. This includes earning, spending, saving and investing it.

Influence – A thing or person that has the power to affect another.

Law – A set of rules that people must follow from the government.

Migration – is the movement to another place, often or a large group of people or animals

Online content – Any material available on the world wide web.

Refugee – someone who has left their country to seek refuge or protection in another country.

Respect – Accepting somebody for who they are, even when they're different from you or you don't agree with them.

Responsibility – to do things that you are expected to do and accept the consequences of your actions

Social media – Websites and applications that enable users to create and share content or to participate in social networking.

Summer – Health and Wellbeing	Physical health and mental wellbeing	Lesson 1: Maintaining a balanced lifestyle	<ul style="list-style-type: none"> 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 	<p>Physical health: having a healthy body.</p> <p>Mental wellbeing: feeling good about yourself and the world around you including thoughts, feelings and emotions.</p> <p>Healthy balanced lifestyle: the actions you take to stay fit and healthy e.g. diet, exercise and sleep.</p> <p>Oral hygiene: the actions you take to look after your teeth e.g. washing them twice a day, choosing foods low in sugar, visiting the dentist regularly.</p> <p>Germs: micro-organisms that cause disease. The four main types of germs are bacteria, viruses, fungi and protozoa.</p> <p>Medicine: a drug used to prevent or treat illness or disease.</p> <p>Drug: a chemical that you take into your body which changes the way you feel and act. Some drugs are prescribed by a doctor for illnesses. Some drugs can be illegal or unsafe.</p> <p>Side-effect: any effect of a drug, chemical or other medicine that is in addition to its intended effect. This could be harmful or unpleasant.</p> <p>Habit: something we do repeatedly.</p> <p>Household product: a category for goods used in and around the home such as cleaning products.</p> <p>Personal hygiene: keeping clean to stay</p>
		Lesson 2: Oral hygiene and dental care	<ul style="list-style-type: none"> 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 	
		Lesson 3: Hygiene and germs	<ul style="list-style-type: none"> 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 	
		Lesson 4: Making choices	<ul style="list-style-type: none"> To understand that choices can have positive, neutral and negatives consequences To understand how to make informed choices 	
	Growing and changing	Lesson 5: Personal hygiene routines	<ul style="list-style-type: none"> The importance of personal hygiene routines, including washing regularly and using deodorant 	
		Lesson 6: Personal strengths and interests	<ul style="list-style-type: none"> How to identify their own personal strengths and interests and what they're proud of (in school, out of school) 	
		Lesson 7: Changes and challenges that happen in life	<ul style="list-style-type: none"> To recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues 	
		Lesson 8: Feelings associated with change	<ul style="list-style-type: none"> How to deal with changing emotions How to deal with change 	

	Keeping safe	Lesson 9: Medicines and household products	<ul style="list-style-type: none"> 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 	<p>healthy and prevent disease.</p> <p>Personal strengths: tasks or actions you can do well.</p> <p>Personal interests: something you enjoy doing or learning about for fun.</p> <p>Self-esteem: the opinion you have of yourself.</p>
		Lesson 10: Drugs, including those common to everyday life	<ul style="list-style-type: none"> 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 difficult to break How to ask for help or advice 	
Contextual addition	Contextual addition	To learn about safety in the home	<ul style="list-style-type: none"> Home Safety – Essex Fire and Rescue Visit 	

Year 5

In addition to previous learning, pupils will learn to...

Term	Topic	Lesson	Students will learn...	Key Vocabulary
Autumn - Relationships	Families and	Lesson 1: Managing friendships	<ul style="list-style-type: none"> What makes a healthy friendship and how they make people feel included Strategies to help someone feel included 	<p>Beliefs – An acceptance that something exists or is true.</p> <p>Consent – Permission for something to happen or an agreement to do something.</p> <p>Consequences – A result or effect of an action.</p> <p>Culture – The traditions and beliefs that a society or group of people practice in their daily lives.</p> <p>Discrimination – The unfair treatment of one</p>
		Lesson 2: Peer influence	<ul style="list-style-type: none"> 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 	

	friendships			<p>particular person or group of people.</p> <p>Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together.</p> <p>Emotions – A strong feeling deriving from circumstances, mood or relationships.</p> <p>Equality – Everyone has the same chances or the same treatment.</p> <p>Equity – Each individual or group of people is given the same resources or opportunities and are given what they need in order to make things fair.</p> <p>Feelings – An emotional state or reaction.</p> <p>Friendship – A relationship between two friends.</p> <p>Honesty – Telling the whole truth and not leaving out parts in order to hide something you know is wrong.</p> <p>Influence – A thing or person that has the power to affect another.</p> <p>Lifestyle – A way of living or doing things.</p> <p>Mutual respect – Understanding that we may all not have the same beliefs and values but we still respect and appreciate each other for our differences.</p> <p>Peer pressure – Feeling like you have to do something because people around you want you to or expect you to.</p> <p>Physical – Relating to the body.</p> <p>Prejudice – Judging someone or having an idea about them before you actually know anything about them.</p> <p>Respect – Acting in a way that shows you care about a persons feelings and well-being.</p> <p>Secret – Something kept or planned to be kept</p>
		Lesson 3: Responding to feelings in others	<ul style="list-style-type: none"> That it is common for friendships to experience challenges Strategies to positively resolve disputes and reconcile differences in friendships 	
		Lesson 4: Different types of friends	<ul style="list-style-type: none"> 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 	
	Healthy and safe relationships	Lesson 5: Physical contact	<ul style="list-style-type: none"> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and no give permission for physical contact How it feels in a person's mind and body when they are uncomfortable 	
		Lesson 6: Feeling safe	<ul style="list-style-type: none"> 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 	
		Lesson 7: Actions have consequences of actions	<ul style="list-style-type: none"> To know that actions affect themselves and others 	
		Lesson 8: Responding respectfully to a wide range of people	<ul style="list-style-type: none"> 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 	

	Respecting ourselves and others	Lesson 9: Recognising prejudice and discrimination	<ul style="list-style-type: none"> What discrimination means and different types of discrimination e.g. racism, sexism, homophobia etc. To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 	<p>from others' knowledge.</p> <p>Society – A community or group of people.</p>
		Lesson 10: Raising concerns and challenging	<ul style="list-style-type: none"> The impact of discrimination on individuals, groups and wider society Ways to safely challenge discrimination How to report discrimination online 	
Contextual addition	Contextual addition	To learn and practise road safety	<ul style="list-style-type: none"> Road Safety Training – visiting organisation to come in and take children out in small groups 	
Spring – Living in the Wider World	Belonging to a community	Lesson 1: Protecting the environment, compassion towards others	<ul style="list-style-type: none"> About how resources are allocated and the effect this has on individuals About the way that money is spent and how it affects the environment 	<p>Ambition – Identifying your passions and goals and working towards achieving them.</p> <p>Aspiration – A hope or ambition for the future.</p> <p>Beliefs – An acceptance that something exists or is true.</p> <p>Bias – When something is only presented from one viewpoint.</p> <p>Career – Your profession (job) or chosen line of work with opportunities for progression.</p> <p>Community – A group of people living or working together in the same place or having a particular characteristic in common.</p> <p>Compassion – Showing understanding and empathy towards others.</p> <p>Consequences – A result or effect of an action.</p> <p>Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together.</p> <p>Empathy – Being able to understand how someone else is feeling.</p>
		Lesson 2: Compassion towards others and anti-social behaviour	<ul style="list-style-type: none"> How to show compassion for the environment, animals and other living things The importance of protecting the environment and how everyday actions can either support it or damage it Behaviour in a community 	
		Lesson 3: Respecting laws and rules and resolving differences	<ul style="list-style-type: none"> To express their own opinions about their responsibility towards the environment 	

	Media, literacy and digital resilience	Lesson 4: How information is online is targeted	<ul style="list-style-type: none"> Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion or is biased How to assess which search results are more reliable than others To recognise unsafe or suspicious content online How devices store and share information 	<p>Environment – Everything that is around us which includes both living and non-living things.</p> <p>Equality – Everyone has the same chances or the same treatment.</p> <p>Finance - How people act in managing their money. This includes earning, spending, saving and investing it.</p> <p>Influence – A thing or person that has the power to affect another.</p> <p>Law – A set of rules that people must follow from the government.</p> <p>Online content – Any material available on the world wide web.</p> <p>Prejudice – Judging someone or having an idea about them before you actually know anything about them.</p> <p>Respect – Accepting somebody for who they are, even when they're different from you or you don't agree with them.</p> <p>Social media – Websites and applications that enable users to create and share content or to participate in social networking.</p> <p>Stereotype – A mistaken belief or idea many people have about a thing or a group that is based on their looks, which might be untrue or only slightly true.</p> <p>Trait – Your physical characteristics such as your hair or eye colour.</p>
		Lesson 5: Different media types and their role and impact	<ul style="list-style-type: none"> To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise That some media and online content promote stereotypes 	
		Lesson 6: Spending too much time on social media	<ul style="list-style-type: none"> To understand how social media can mislead or misrepresent reality To recognise that people may be dishonest on social media To understand ways that social media does add value to their lives and ways it does not. The importance of being careful what you forward to others 	
	Money and work	Lesson 7: Identifying job interests and aspirations	<ul style="list-style-type: none"> To identify jobs that they might like to do in the future About the role ambition can play in achieving a future career 	
		Lesson 8: What influences career choices	<ul style="list-style-type: none"> How or why someone might choose a certain career About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values That there is a variety of routes into work e.g. college, apprenticeships, university, training 	
		Lesson 9: Workplace stereotypes	<ul style="list-style-type: none"> The importance of diversity and inclusion to promote people's career opportunities About stereotyping in the workplace, its impact and how to challenge it That there is a variety of routes into work e.g. college, apprenticeships, university, training 	
		Lesson 10: The importance of finance in people's lives	<ul style="list-style-type: none"> About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values 	

			<ul style="list-style-type: none"> About the role ambition can play in achieving a future career That there is a variety of routes into work e.g. college, apprenticeships, university, training 	
Summer – Health and Wellbeing	Physical health and mental wellbeing	Lesson 1: Healthy sleep habits and sun safety	<ul style="list-style-type: none"> 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 	<p>Allergy – When the body reacts to certain things such as pollen, animals, foods or insect bites.</p> <p>Bacteria – A small organism, some of which can cause infections and/or cause people to feel ill (though not all!)</p> <p>Consequence – Something that happens as a result of a particular action or condition.</p> <p>Decision – The act or result of making up one's mind.</p> <p>Dose – The amount of medicine to be taken at one time. This can follow a health professional's instructions or the instructions that come with over-the-counter medicines.</p> <p>Exposure – Having no protection from something harmful.</p> <p>Immune – Protected from an illness, either because a person has had the illness before or because they have received a vaccine.</p> <p>Infection – An illness caused by germs.</p> <p>Informed – Having or showing knowledge of a subject or situation.</p> <p>Legal drug – Substances such as caffeine or over-the-counter medication, these may have age-restrictions.</p> <p>Lifestyle – The way in which a person lives.</p> <p>Medicine – A drug or remedy that may be prescribed by a health professional or purchased over-the-counter.</p> <p>Mental – Relating to the mind.</p> <p>Physical – Relating to the body.</p>
		Lesson 2: Medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> 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 	
		Lesson 3: Making informed choices and the positive and negative effect	<ul style="list-style-type: none"> To understand that choices can have positive, neutral and negatives consequences To understand how to make informed choices 	
		Lesson 4: External genitalia	<ul style="list-style-type: none"> How to identify external genitalia and reproductive organs 	
		Lesson 5: Physical and emotional challenges in puberty	<ul style="list-style-type: none"> 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 	

	Growing and changing	Lesson 6: Managing complex feelings and coping with change	<ul style="list-style-type: none"> • How to discuss the challenges of puberty with a trusted adult • How to get information, help and advice about puberty • Way to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>Sleep deprived – Not getting enough or not getting any sleep.</p> <p>SPF – Sun Protection Factor.</p> <p>UV – Ultraviolet Light – a type of radiation that the Sun gives out that damages our skin.</p> <p>Vaccine – A medical preparation that protects a person from an illness by making them immune.</p> <p>Virus – A small particle that can cause infection and/or cause people to feel ill.</p>
		Lesson 7: Personal hygiene routines	<ul style="list-style-type: none"> • The importance of personal hygiene routine during puberty including washing regularly and using deodorant 	
		Lesson 8: Personal identity and recognising individuality	<ul style="list-style-type: none"> • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes and dislikes • How to recognise, respect and express their individuality and personal qualities. 	
	Keeping safe	Lesson 9: Keep safe in different situations, including responding in emergencies and first aid	<ul style="list-style-type: none"> • 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 	

		<p>Lesson 10: Strategies for managing personal safety</p> <p>Keep safe in different situations including FGM</p>	<ul style="list-style-type: none"> 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 That female genital mutilation (FGM) is against British law –This objective needs to be dealt with sensitively. Explain that FGM is when females’ genitals are deliberately altered or removed for non-medical reasons and that it is against British Law. Explain that some children are taken on extra-long holidays to have this procedure but, as it is against the law, this isn’t allowed. What to do and whom to tell if they think they or someone they know might be at risk of FGM More information can be found at: https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/female-circumcision-fgm-cutting/ 	
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Year 6

In addition to previous learning, pupils will learn to...

Term	Topic	Lesson	Students will learn...	Key Vocabulary
Autumn - Relationships	Families and friendships	Lesson 1: Attractions to others	<ul style="list-style-type: none"> 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 and everyone has the right to be loved About the qualities of healthy relationships that help individuals flourish 	<p>Relationship: the way in which two people (a couple) or a group of people (such as friends or family) feel or behave towards each other.</p> <p>Loving relationship: when two people care for each other very much.</p> <p>Marriage: a civil or religious marriage ceremony that gives a couple legal rights and responsibilities.</p> <p>Civil partnership: a legal partnership that gives a couple the same legal rights as those of married</p>
		Lesson 2: Different types of relationships	<ul style="list-style-type: none"> 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 	

			<ul style="list-style-type: none"> 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 	<p>couples.</p> <p>Cohabitation: a couple who live together and are not married.</p> <p>Gender: the socially constructed characteristics of women and men.</p> <p>Heterosexual: attracted to people of the opposite sex.</p> <p>Homosexual: attracted to people of the same sex.</p> <p>Same-sex couple: two people in a relationship who are the same gender.</p> <p>Bisexual: attracted to people of the opposite and the same sex.</p> <p>Adopted: a child has been legally taken by another family to be taken care of as their own</p> <p>Race: a group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc.</p> <p>Consent: when you give permission for something to happen or you give your agreement to do something.</p> <p>Autonomy: free from the control or influence of others.</p> <p>Personal boundary: the limits we set with other people which indicate what we find acceptable or unacceptable in their behaviour.</p> <p>Inappropriate touch: any form of touch that is unwanted or makes you feel uncomfortable.</p> <p>Privacy: someone's right to keep their personal matters and relationships secret if they choose to.</p> <p>Values: things that we believe are important to us in the way we live our lives.</p> <p>Role model: a person who someone admires and</p>
	Healthy and safe relationships	Lesson 3: Maintaining relationships	<ul style="list-style-type: none"> The features of a healthy friendship The features of a healthy romantic relationship What makes them healthy Strategies to maintain the different types of relationships 	
		Lesson 4: Recognising when a relationship is unhealthy (including forced marriage)	<ul style="list-style-type: none"> To compare the features of a healthy and unhealthy friendship To compare the features of a healthy and unhealthy romantic relationship To understand that forced marriage is against British law How to get advice and report concerns about personal safety, including online 	
		Lesson 5: Consent in different situations and managing pressures	<ul style="list-style-type: none"> What consent means and how to seek and give/not give permission in different situations 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 About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 	
		Lesson 6: Acceptable and unacceptable physical touch	<ul style="list-style-type: none"> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and no give permission for physical contact How it feels in a person's mind and body when they are uncomfortable 	
		Lesson 7: Personal boundaries and the right to privacy	<ul style="list-style-type: none"> 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 	

			<ul style="list-style-type: none"> worried about Whom to tell if they are concerned about unwanted physical contact 	<p>whose behaviour they try to copy.</p> <p>health and wellbeing: a state of complete physical, mental and social wellbeing</p> <p>Human rights: the basic rights and freedoms that belong to every person in the world, from birth until death</p> <p>Rights of a child: the right to health, education, family life, play and recreation, a good standard of living, and be protected from abuse and harm</p> <p>Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, tolerance of different beliefs</p> <p>Media: the main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online).</p>
Respecting ourselves and others		Lesson 8: Expressing opinions and respecting other points of views, including discussing topical issues	<ul style="list-style-type: none"> 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 	
		Lesson 9: Discuss and debate health wellbeing issues, human rights, the rights of a child, cultural practices and British law	<ul style="list-style-type: none"> Ways to participate effectively in discussions online and manage conflict or disagreements To research, discuss and debate topical issues, problems and events are of concern to them and offer their recommendations. To understand that harmful practices (such as FGM and forced marriage) are against British law and in contradiction with human rights 	
		Lesson 10: Being critical of what is in the media and what they forward to others	<ul style="list-style-type: none"> To explore and critique how the media present information, including social media. To express opinions and participate effectively when offering constructive criticism. 	
Spring – Living in the Wider World		Lesson 1: Valuing diversity	<ul style="list-style-type: none"> Recognise and celebrate diversity in their community Positive benefits of living in a diverse society and why it's important To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 	<p>Relationship: the way in which two people (a couple) or a group of people (such as friends or family) feel or behave towards each other.</p> <p>Loving relationship: when two people care for each other very much.</p>

	Belonging to a community	Lesson 2: Prejudice and discrimination	<ul style="list-style-type: none"> Know what prejudice means To differentiate between prejudice and discrimination How to recognise acts of discrimination 	<p>Marriage: a civil or religious marriage ceremony that gives a couple legal rights and responsibilities.</p> <p>Civil partnership: a legal partnership that gives a couple the same legal rights as those of married couples.</p> <p>Cohabitation: a couple who live together and are not married.</p> <p>Sexuality / sexual orientation: a person's sexual orientation or preference.</p> <p>Gender: the socially constructed characteristics of women and men.</p> <p>Heterosexual: attracted to people of the opposite sex.</p> <p>Homosexual: attracted to people of the same sex.</p> <p>Same-sex couple: two people in a relationship who are the same gender.</p> <p>Bisexual: attracted to people of the opposite and the same sex.</p> <p>Transgender: a person who identifies as a gender that is different to their birth sex.</p> <p>Adopted: a child has been legally taken by another family to be taken care of as their own</p> <p>Race: a group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc.</p>
		Lesson 3: Challenging discrimination	<ul style="list-style-type: none"> How to recognise acts of discrimination Strategies to safely respond to and challenge discrimination 	
		Lesson 4: Stereotypes	<ul style="list-style-type: none"> 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 	
	Media, literacy and digital resilience	Lesson 5: Images in the media and reality and how this can affect how people feel	<ul style="list-style-type: none"> Why people choose to communicate through social media and some of the risks and challenges of doing so How online content can be designed to manipulate people's emotions and encourage them to read or share things 	
		Lesson 6: Evaluating media sources	<ul style="list-style-type: none"> How and why images online might be manipulated altered or faked How to recognise when images might have been altered That social media sites have age restrictions and regulations for use The reasons why some media and online content is not appropriate for children 	
		Lesson 7: Sharing things online	<ul style="list-style-type: none"> About the benefits of safe internet use e.g. learning, connecting and communicating How to recognise what is appropriate to share online How to report inappropriate online content or contact About sharing things online, including rules and laws relating to this 	

	Money and work	Lesson 8: Influences and attitudes towards money	<ul style="list-style-type: none"> 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 	<p>Consent: when you give permission for something to happen or you give your agreement to do something.</p> <p>Autonomy: free from the control or influence of others.</p> <p>Personal boundary: the limits we set with other people which indicate what we find acceptable or unacceptable in their behaviour.</p> <p>Inappropriate touch: any form of touch that is unwanted or makes you feel uncomfortable.</p> <p>Privacy: someone's right to keep their personal matters and relationships secret if they choose to.</p> <p>Values: things that we believe are important to us in the way we live our lives.</p> <p>Role model: a person who someone admires and whose behaviour they try to copy.</p> <p>health and wellbeing: a state of complete physical, mental and social wellbeing</p> <p>Human rights: the basic rights and freedoms that belong to every person in the world, from birth until death</p> <p>Rights of a child: the right to health, education, family life, play and recreation, a good standard of living, and be protected from abuse and harm</p> <p>Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, tolerance of different beliefs</p> <p>Media: the main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online).</p>
		Lesson 9: Impact of having or not having money	<ul style="list-style-type: none"> How companies encourage customers to buy things and why it is important to be a critical consumer How having or not having money can impact on a person's emotions, health and wellbeing 	
		Lesson 10: Financial risks	<ul style="list-style-type: none"> About common risks associated with money, including debt, fraud and gambling How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk How to get help if they are concerned about gambling or financial risks 	

Summer – Health and Wellbeing	Physical health and mental wellbeing	Lesson 1: What affects mental health and ways to take care of it	<ul style="list-style-type: none"> • That mental health is just as important as physical health and that both need looking after • To recognise that anyone can be affected by mental ill-health and that difficulties can be solved with help and support • How negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Positive strategies for managing feelings • That there are situations when someone may experience mixed or conflicting feelings • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome • To recognise that if someone experiences feelings that are not so good (most or all of the time), help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • The importance of asking for support from a trusted adult 	<p>Bereavement - The experience of losing someone.</p> <p>Consent- Agreement with what is done or suggested by another person.</p> <p>Drugs- Chemicals or substances that change the way our bodies work. Some drugs are harmful and others are helpful.</p> <p>Grief- The process of coping with the loss of someone who has died.</p> <p>Health- a person's mental or physical condition.</p> <p>Media- The main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online)</p> <p>Mental Health- Our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.</p> <p>Social Media - Forms of electronic communication (as web sites) through which people create online communities to share content (as information, personal messages, and videos)</p> <p>Personal network- The individuals we would go to if we needed help or support.</p> <p>Wellbeing- the state of mind of an individual.</p>
		Lesson 2: Managing change, loss and bereavement	<ul style="list-style-type: none"> • About the changes that may occur in life, including death and how these can cause conflicting feelings • The 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 • The importance of asking for support from a trusted adult 	
		Lesson 3: Managing time online	<ul style="list-style-type: none"> • 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 • The importance of asking for support from a trusted adult 	

		Lesson 4: Regulations and choices And Keeping personal information safe (link to online)	<ul style="list-style-type: none"> About the different age rating systems for social media, TV, 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 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 person information or sharing of upsetting content/images online 	
	Growing and changing	Lesson 5: Increasing independence and managing transition	<ul style="list-style-type: none"> 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 route to secondary school 	
		Lesson 6: Recognising changes when growing up (Puberty recap)	<ul style="list-style-type: none"> To understand their bodies and the changes they will experience at puberty To respect and care for their own bodies To exploring changing feelings at puberty 	

		Lesson 7: Sexual intercourse and human reproduction	<ul style="list-style-type: none"> • Identify the links between love, committed relationships and conception • What sexual intercourse is and how it can be one part of an intimate-relationship between consenting adults • Recognise what an adult is • Recognise other terms used for sexual intercourse • That pregnancy can be prevented with contraception • Human lifecycle 	
		Lesson 8: Human reproduction and birth	<ul style="list-style-type: none"> • How pregnancy occurs e.g. when a sperm meets an egg and the fertilised eggs settles into the lining of the womb • How pregnancy occurs e.g. when a sperm meets an egg and the fertilised eggs settles into the lining of the womb • Giving birth to a baby 	
	Keeping safe	Lesson 9: Human life cycle and responsibilities	<ul style="list-style-type: none"> • Human lifecycle • About the responsibilities of being a parent or carer and how having a baby changes someone's life 	
Contextual addition	Contextual addition		<ul style="list-style-type: none"> • Year 6 children are offered the chance to complete a cycling proficiency course called 'Bikeability'. • Cyber safety – year 6 • Peer pressure – year 6 • Respect – year 6 • Knife Crime – year 6 	

Whole School Enrichments

Firework and Halloween safety assembly – October

2 Johns – e-safety

Summer safety assembly – each year – whole school

1st aid training – bi-annually

Careers Day