



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	How do we achieve our goals?	What helps us stay healthy?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	How does my behaviour affect others?	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?	What jobs would we like?	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 about spending & saving money?	How will we grow and change?	How can we help in an accident or emergency?	How can friends communicate safely?	How do we make healthy choices?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	
	<i>Health and wellbeing</i>		<i>Living in the wider world</i>		<i>Relationships</i>	

YEAR 1 – MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • 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 	<ul style="list-style-type: none"> • What is the same about us? • What is different? • Which is the difference between good/bad touch? • Who do I talk to if someone or something is making me feel uncomfortable? • How can I help to make our class a good place to be? • How do I calm myself if I am upset/cross? 	<ul style="list-style-type: none"> • Book – <i>Day Crayons Quit</i> • Book <i>Day Crayons came back</i> • PSHE Ass – Primary Extremism lesson 1- sameness and difference • Book – <i>Giraffes can't dance</i> • NSPCC – Pantosaurus • SEAL – Y1 New beginnings • Mistakes poster
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • Who is special to me? • Why are they special? • How do we care for each other? • How are families different/ • What makes a healthy family relationship • What does a good friend do? • What is bullying? • What makes us get cross? • How does this feel? • What can we do about this feeling? 	<ul style="list-style-type: none"> • PSHE – Medway lesson 1 – my special people • Metro KS1 – love and respectful relationships • SEAL – Y1 – Getting on and falling out • Book – <i>Tango makes three</i>
Spring 1 How do we achieve our goals?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<ul style="list-style-type: none"> • Can I always have what I want? • What is the difference between a want and a need? • Do I know how to spend money wisely? • Do I understand there are different ways to learn? • Can I set myself a goal and find ways to achieve it? What am I proud of achieving? • What does it feel like to feel proud? • How do we solve problems? • Do I know when I am worried or anxious? 	<ul style="list-style-type: none"> • SEAL – Y21 – Good to be me

<p>Spring 2</p> <p>What helps us stay healthy?</p>	<p>Health and wellbeing</p> <p>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"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<ul style="list-style-type: none"> • How do I look after my teeth? • What things are good for our bodies and what things are not? • How do we keep ourselves safe with medicines? 	<ul style="list-style-type: none"> • Money, values and me- I want it • SEAL Y1 Going for goals -
<p>Summer 1</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p><i>(this unit builds & extends Spring 2 topic)</i></p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • 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 • 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 	<ul style="list-style-type: none"> • How do medicines help to keep us healthy? • Why do some people have medicine every day? • How do I stay safe around medicines? • Who can help me stay safe? • When should I speak up? • What should I do if something is bothering me? 	<ul style="list-style-type: none"> • Twinkle - • People who help me • Speak up • My body my business • Water safety • PSHE Drug and alcohol education Y1/2 lesson 2
<p>Summer 2</p> <p>How can we look after each other and the world?</p>	<p>Living in the wider world</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • What is kindness? • What does it mean to be a good neighbour? • What is a community and how can we help each other? • What will change next year? 	<ul style="list-style-type: none"> • Premier stars - kindness • Twinkle • My neighbourhood • My community • Book <i>One world by Michael Foreman</i> • SEAL - Y1 changes

YEAR 2 MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> • What makes a good friend? • What is the difference between being a good friend and being friendly? • How does it feel to give/receive compliments? • Can I see another person's point of view? 	<ul style="list-style-type: none"> • SEAL – Y2 – Getting on and falling out • SEAL – Y2 Relationships •
Autumn 2 How does my behaviour affect others?	Relationships 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"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> • How does my behaviour affect others? • What is bullying and what is bad behaviour • When does bad behaviour become bullying? • What do good habits look like in school? 	<ul style="list-style-type: none"> • Book – <i>On my way home- Jill Murphy</i> • SEAL – Say no to Bullying Y2
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • 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 	<ul style="list-style-type: none"> • What is the right thing to do? • What are some objects precious? • Can I do the right thing? • How can we help others? • How do I learn best? • How do mistakes help us to learn? 	<ul style="list-style-type: none"> • Values, money and me- Do the Right thing- lesson 1,2,3 • SEAL – Y2 Going for goals • Values money and me – charity job

<p>Spring 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing</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"> • 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) • 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 • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • 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 	<ul style="list-style-type: none"> • How do we keep ourselves safe? • What do I need to keep safe from? • Who helps us to stay safe? • How do I make good choices? • Who can we trust to help us 	<ul style="list-style-type: none"> • PSHE Ass – Making decisions KS1 • Think you know – Jessie and friends • Red Cross – spot the danger/risky business
<p>Summer 1</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing</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"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<ul style="list-style-type: none"> • What feelings can we name? • How do these feeling affect us and others? • What does a healthy snack look like? • How do we stay safe in the sun? 	<ul style="list-style-type: none"> • PSHE Ass – KS1 dental health • PSHE Drug and alcohol education Y1/2 lesson 2 • Sun Safe – George the Sunsafes superstar • SEAL Y2 – Good to be me • Swimsafe -RNLI
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>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"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • 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) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • what feelings do we all have? • how do these make us feel? • Which feelings make us feel good and which ones don't? • How can we help ourselves when the feelings are not so good? • How do big feelings affect us? 	<p>PSHE Ass – MH and wellbeing (3 lessons)</p> <ol style="list-style-type: none"> 1- We all have feelings 2- feelings good and not so good 3- Big feelings

YEAR 3 — MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<ul style="list-style-type: none"> • What makes a good friend? • How can we maintain good friendships? • Is it easy to see another person's point of view? • How can "win win" help us manage our frustration? • Why do friends fall out? 	<ul style="list-style-type: none"> • Medway (2 lessons Y3/4) • SEAL – Y3 Getting on and falling out
Autumn 2 What keeps us safe?	Health and wellbeing 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"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • 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 • 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 	<ul style="list-style-type: none"> • Can I spot hazards? • Do I know what to do in an emergency? • What does personal hygiene mean? • What decisions and choices can I make about my body? • How can I be responsible for my actions? 	<ul style="list-style-type: none"> • St John's Ambulance – Emergencies and calling for help • Twinkle – Y3 personal hygiene • It's my body – Drugs Harmful or healing • My body – my choice • SEAL – going for goals
Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • 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) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> • What is my family like? • What are other people's families like? • How do our thoughts, feelings and behaviours affect our families and friends? • What is guilt? • 	<ul style="list-style-type: none"> • Book – <i>Great big book of families</i> • SEAL – Y3 Relationships - Guilt

<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</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"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<ul style="list-style-type: none"> • What does it mean to belong to a community? • What is diversity? • Why do some people have to leave their homes? • How might people who are moving feel? 	<ul style="list-style-type: none"> • PSHE Ass – inclusion and extremism – Y3/4 – lesson 2 • Premier stars – Diversity • University of Worcester – moving and moving home
<p>Summer 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing</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"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • What is good dental health? • How do footballers get a good diet? • Why do we need water? 	<ul style="list-style-type: none"> • PSHE Ass – Maintaining dental health • Premier stars – a Footballers diet • Premier stars where does my water come from
<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</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"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<ul style="list-style-type: none"> • How do I keep my body active and healthy? Why is sleep important? • What effects can technology have on our healthy bodies? • What does assertive mean? • 	<ul style="list-style-type: none"> • Twinkle – Y3 – Fit as a fiddle • PSHE – Ass – sleep factor – KS2 • NOS - - helping Buddy • SEAL – Y3 - Good to be me- <i>Lion, mouse, fox, human story</i>

YEAR 4 MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big questions	Resources
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<ul style="list-style-type: none"> • How does being resilient help? • What is self-esteem? • How do I challenge myself to move out of my comfort zone and learn from my mistakes? • What is online identity • What are the 10 keys to happiness? 	<ul style="list-style-type: none"> • Premier stars – resilience and self esteem • Smartboard file • The Victor poem • NOS - Online identity • Action for Happiness
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (e.g ‘a happy surprise’ such as a birthday everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ul style="list-style-type: none"> • What is the difference between Rights and responsibilities ? • How can we understand our behaviour better? • When should I keep a secret? • What is a ‘happy surprise’? 	<ul style="list-style-type: none"> • Book – <i>We are all born free</i> • SEAL – Y4 Good to be me (Fight, Flight, Freeze) • Book – <i>My Body what I say goes</i>
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others’ feelings 	<ul style="list-style-type: none"> • What are everyday feelings? • Why is it important to express our feelings and emotions? • How can we manage our feelings? • 	<ul style="list-style-type: none"> • PSHE Ass- Mental health and wellbeing Y3/4 • Lesson 1 – everyday feelings. • Lesson 2 expressing our feelings • lesson 3 – managing our feelings • SEAL – Y4 relationships

<p>Spring 2 What jobs would we like?</p>	<p>Living in the wider world Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> • What would be my dream job? • What are the steps to achieve my dream job? • How do we deal with worries? 	<ul style="list-style-type: none"> • SEAL – Y5 Going for goals • SEAL Y6 Good to be me
<p>Summer 1 How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • 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) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<ul style="list-style-type: none"> • Does getting older bring new responsibilities? • What can we do about plastic pollution? • When did you last help someone? • What is compassion? • • 	<ul style="list-style-type: none"> • Twinkle Y4 – new responsibilities • Premier stars – plastic pollution • Giving help to others (NHS – blood and transplant) • RSPCA – compassionate class
<p>Summer 2 How can we manage risk in different places?</p>	<p>Health and wellbeing 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, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • 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 	<ul style="list-style-type: none"> • What do we mean by risk? • What are the risks with household products and medicines? • What are the risks with alcohol and smoking? • What is peer pressure? • How can we keep safe online? 	<ul style="list-style-type: none"> • PSHE Ass – Exploring Risk KS2 Y3/4 • NSPCC _ share aware (Alex/Lucy) • Twinkle – Y4 – Safety first – Under pressure • PSHE Drug and alcohol education Y3/4 lesson 1,2

YEAR 5 MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
Autumn 1 What makes up a person's identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • 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) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • What makes my identity? • What are my values? • How do stereotypes influence our behaviour and attitudes? • What does gender mean? • Who influences our values 	<ul style="list-style-type: none"> • Premier Stars – Values • PSHE Ass – Inclusion belonging & extremism lesson 3 – stereotypes • Lesson 4 -extremism • Metro – Workshop on Gender
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<ul style="list-style-type: none"> • How do we make choices about spending money wisely? • What do things cost? • What are money dangers? • How do we get value for money 	<ul style="list-style-type: none"> • Lessons about keeping our money safe 5-11 yrs. • Making sure you get value for money (financial education)
Spring 1 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<ul style="list-style-type: none"> • Why are boys and girls different? • What is puberty and how do boy's body's change • What is puberty and how do girl's body's change? • How do our feelings change with puberty 	<ul style="list-style-type: none"> • Twinkle Y4 (4 lessons) • 1 – Human reproduction • 2 – changes in boys • 3 – changes in girls • 4 changes in emotions for girls and boys
Spring 2 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 		<ul style="list-style-type: none"> • St Johns Ambulance resources for Primary schools

<p>Summer 1</p> <p>How can friends communicate safely?</p>	<p>Relationships</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"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • 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 • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • How do we communicate respectfully? • How do we stay safe online? • Who do we trust? • How do we make sure we are respectful online? 	<ul style="list-style-type: none"> • Twinkle- TEAM communicate • National Online Safety; Online Relationships
<p>Summer 2</p> <p>How do we make healthy choices?</p>	<p>Health and wellbeing</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"> • how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with drugs • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and that is 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 	<ul style="list-style-type: none"> • What choices do we have about keeping healthy? • What are drugs alcohol and tobacco and what are the effects of using them? • Why is looking after our bodies so important? • What is autonomy and what is consent? • How does embarrassment feel and how do we manage these feelings? 	<ul style="list-style-type: none"> • Twinkle – • It's my body- healthy choices • It's my body- Harmful Substances • It's my body – Your body is your own • SEAL – Relationships Y5

YEAR 6 – MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
<p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ○ how to plan a healthy meal ○ how to stay physically active ○ how to maintain good dental health, including oral hygiene, food and drink choices ○ how to benefit from and stay safe in the sun ○ how and why to balance time spent online with other 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 	<ul style="list-style-type: none"> • What is mental health and how can we take care of it? • How do we manage the risks around medicines? • How do we manage the risks around legal and illegal drugs? • How do we manage influences and peer pressure? • What does sleep contribute to a healthy life style 	<ul style="list-style-type: none"> • PSHE Mental health and wellbeing lesson 1 & 2 • PSHE Drug and alcohol education Y5/6 lesson 1,2,3 • Rise above – Sleep

YEAR 6 – MEDIUM-TERM OVERVIEW

Key question:	Topic	In this unit of work, pupils learn...	Big Questions	Resources
<p>Spring 1 & 2</p> <p>How can the media influence people?</p>	<p>Living the wider world</p> <p>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"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<ul style="list-style-type: none"> • How can Social media influence our wellbeing? • What do we know about privacy and security when we're online? • Can you trust everything you see/read online? • Can you trust everyone who contacts you online? • What are the risks with gambling? 	<ul style="list-style-type: none"> • Rise above – Social Media • National Online Safety – Privacy and Security • Trustme – Childline • PSHE Drug and alcohol education Y5/6 lesson 4 • Gamble aware

