

PSHE objectives - The PSHE Association

E-Safety Objectives - Educated for a Connected World (GOV framework)

RSE Objectives - Medway Scheme (accredited by The PSHE Association)

Light Orange background = Relationships (Autumn)

Blue background = Living in the wider world (Spring)

Green background = Health and Wellbeing (Summer)

Purple writing = Taught in assemblies

Red writing = Taught in Lessons

Pink writing = RSE sessions



Year 3 PSHE Medium Term Overview

Topic	Autumn 1 Perfect Pets	Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
Unit and Outcome	1. Families and Friendships What makes a family; features of family life 2. Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting Others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Belonging to a Community The value of rules and laws; rights, freedoms and responsibilities	Money and Work Different jobs and skills; job stereotypes; setting personal goals	Physical Health and Mental Wellbeing Health choices and habits; what affects feelings; expressing feelings	1. Growing and changing Personal strengths and achievements; managing and reframing setbacks 2. Keeping Safe Risks and hazards; safety in the local environment and unfamiliar places
Key Vocabulary	stability	courtesy	consequence	ambition	lifestyle	self-confidence
Prior Learning	Children arrive from different feeder schools and have followed different schemes of work. (Hazelwood/Lydllynch Infant School follows the PSHE Jigsaw Scheme [https://jigsawpshe.online/] . Foxhill Infants follow SCARF (Coram Life Education) scheme[https://www.coramlifeeducation.org.uk/scarf] Calmore Infants follow PSHE Association [https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning]) Follow links for more information on prior objectives if needed.					
Later Learning	Families and Friendships Positive friendships including online.	1. Safe Relationships Responding to hurtful behaviour. Managing confidentiality; recognising risks online. 2. Respecting Ourselves and Others Respecting differences and similarities; discussing difference sensitively.	Belonging to a Community What makes a community; shared responsibilities.	1. Money and Work Making decisions about money; using and keeping money safe. 2.Keeping Safe Medicines and household products; drugs common to everyday life.	Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.	Growing and changing Physical and emotional changes in puberty. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Year 3 PSHE Association Objectives	Families and Friendships - to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love - about the positive aspects of being part of a family, such as spending time together and caring for each other - about the different ways that people can care for each other e.g.	Respecting ourselves and others - to recognise respectful behaviours e.g. helping or including others, being responsible - how to model respectful behaviour in different situations e.g. at home, at school, online - the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society	Belonging to a community - the reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - what human rights are and how they protect people - to identify basic examples of human rights including the rights of children - about how they have rights and also responsibilities - that with every right there is also a responsibility e.g. the right to an	Money and Work - about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - about common myths and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM	Physical health and Mental wellbeing - 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) - 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 - the positive and negative effects of habits, such as regular exercise or	Growing and changing - 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) - to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues - basic strategies to manage and reframe setbacks e.g. asking for

	giving encouragement or support in times of difficulty - to identify if/when something in a family might make someone upset or worried - what to do and whom to tell if family relationships are making them feel unhappy or unsafe Safe Relationships - What is appropriate to share with friends, classmates, family and wider social groups including online - about what privacy and personal boundaries are, including online - basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision - that bullying and hurtful behaviour is unacceptable in any situation - about the effects and consequences of bullying for the people involved - about bullying online, and the similarities and differences to face-to-face bullying - what to do and whom to tell if they see or experience bullying or hurtful behaviour		education and the responsibility to learn	- about some of the skills needed to do a job, such as teamwork and decision-making) - to recognise their interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby	- eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how feelings can change overtime and become more or less powerful	help, focusing on what they can learn from a setback, remembering what they are good at, trying again Keeping safe - how to identify typical hazards at home and in school - how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - about fire safety at home including the need for smoke alarms - the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety RSE Objectives-Medway scheme: R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g.mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making
E-Safety Objectives (Educated for a Connected World)	Self-image and identify -I can explain what is meant by the term 'identity'. - I can explain how people can represent themselves in different ways online. -I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. Online bullying -I can describe appropriate ways to behave towards other people online and why it is important. -I can give examples of how bullying behaviour could appear	Online relationships -I can describe ways people who have similar likes and interests can get together online. -I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. -I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. -I can explain why someone may change their mind about trusting anyone with something if they feel		Managing online information -I can demonstrate how to use key phrases in search engines to gather accurate information online. -I can explain what autocomplete is and how to choose the best suggestion. -I can explain how the internet can be used to sell and buy things. -I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. -I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	Health, well-being and lifestyle -I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). - I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	

	online and how someone can get support. Privacy and security -I can describe simple strategies for creating and keeping passwords private. -I can explain that if they are not sure or feel pressured, then they should tell a trusted adult. -I can give reasons why someone should only share information with people they choose to and can trust. -I can describe how connected devices can collect and share anyone's information with others.	nervous, uncomfortable or worried. -I can explain how someone's feelings can be hurt by what is said or written online -I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos Online reputation -I can explain how to search for information about others online. - I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. - I can explain who someone can ask if they are unsure about putting something online.		-I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Online relationships -I can describe ways people who have similar likes and interests can get together online. -I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information		
Linked Texts (Currently all fiction books)	The Smeds and The Smoos by Julia Donaldson	A Handful of Buttons by Carmen Parets Luque	In My Heart by Jo Witek	The Prince and The Frog by Ollie Pike	What Makes A Me? By Ben Faulks	Love Monster By Rachel Bright



Year 4 PSHE Medium Term Overview

Topic	Autumn 1 Into The Woods	Autumn 2 Villagers and Pillages	Spring 1 The Nowhere Emporium	Spring 2 Tragic Titanic	Summer 1 Mission: Survival	Summer 2 S.O.S Save Our Species
Unit and Outcome	Families and Friendships Positive friendships including online.	1. Safe Relationships Responding to hurtful behaviour. Managing confidentiality; recognising risks online. 2. Respecting Ourselves and Others Respecting differences and similarities; discussing difference sensitively.	Belonging to a Community What makes a community; shared responsibilities.	1. Money and Work Making decisions about money; using and keeping money safe. 2. Keeping Safe Medicines and household products; drugs common to everyday life.	Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.	Growing and changing Physical and emotional changes in puberty. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Key Vocabulary	mutual	tolerance	integrated	habit	prioritise	hormones
Prior Learning	In year 3 pupils were taught: 1. Families and Friendships What makes a family; features of family life 2. Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	In year 3 pupils were taught: Respecting Others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	In year 3 pupils were taught: Belonging to a Community The value of rules and laws; rights, freedoms and responsibilities	In year 3 pupils were taught: Money and Work Different jobs and skills; job stereotypes; setting personal goals	In year 3 pupils were taught: Physical Health and Mental Wellbeing Health choices and habits; what affects feelings; expressing feelings	In year 3 pupils were taught: 1. Growing and changing Personal strengths and achievements; managing and reframing setbacks 2. Keeping Safe Risks and hazards; safety in the local environment and unfamiliar places
Later Learning	In year 5 pupils are going to be taught: Families and Friendships Making friendships and peer influence.	In year 5 pupils are going to be taught: 1. Safe Relationships Physical contact and feeling safe. 2. Respecting Others and Ourselves Responding respectfully to a wide range of people; recognising prejudice and discrimination.	In year 5 pupils are going to be taught: Belonging to a Community Protecting the environment; compassion towards others.	In year 5 pupils are going to be taught: Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	In year 5 pupils are going to be taught: Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	In year 5 pupils are going to be taught: 1. Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing. 2. Keeping Safe Keeping safe in different situations, responding in emergencies.
Year 4 PSHE Association Objectives	Families and Friendships • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices	1. Safe relationships: • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable	Belonging to a Community • 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 • about the individuals and groups that help the local community,	Money and Work • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent (add objectives in next year) • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them	Physical Health and Mental Wellbeing: • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary	Growing and Changing: • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant

	• 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	• how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 2. Respecting Others: • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone.	including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics Keeping Safe • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice	• 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	• how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty RSE Objectives-Medway scheme: H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty
E-Safety Objectives (Educated for a Connected World)	- How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. - Online identity is different from my offline identity. - what to do or whom to tell if they are worried about any contact online - Others can pretend to be someone else. - I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	- I can describe strategies for safe and fun experiences in a range of online social environments - gaming - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. - I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. - I can describe how to find out information about others by searching online. - I can explain ways that some of the information about anyone online could be created, copied or shared by others.	- I can recognise when someone is upset, hurt or angry online. - I can describe ways people can be bullied through a range of media. - I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). - I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	- I can describe how I can search for information within a wide group of technologies and make a judgement on their accuracy(e.g. social media, image sites, video sites). - I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear (pop-ups, in-app purchases) - I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. - I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and risks might be.	- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. - I can explain what is meant by 'Fake News'. - I can explain how using technology can be a distraction from other things, in both a positive and negative way. - I can identify times or situations when someone may need to limit the amount of time they use technology.	- I can describe strategies for keeping personal information private, depending on the context. - I can explain that internet use is never fully private and is monitored. - I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. - I know what the digital age of consent is and the impact this has on online services asking me for consent. - When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. - I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images

Linked Texts (Currently all fiction books)	The Gentle Lion and The Little Owlet By Alice Shirley	All Are Welcome By Alexandra Penfold	All Are Welcome By Alexandra Penfold	Listening To My Body By Gabi Garcia	Dear Girl By Amy Krouse Rosenthal and Paris Rosenthal	Great Women Who Changed The World By Kate Pankhurst
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Year 5 PSHE Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Spring 1 Walk Like an Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail	Summer 2 Crumbling Coasts
Unit and Outcome	Families and Friendships Making friendships and peer influence.	1. Safe Relationships Physical contact and feeling safe. 2. Respecting Others and Ourselves Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Belonging to a Community Protecting the environment; compassion towards others.	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	1. Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing. 2. Keeping Safe Keeping safe in different situations, responding in emergencies.
Key Vocabulary	compromise	consent	prioritise (Needs to be changed)	prospects	vaccinations	hazard
Prior Learning	In Year 4 pupils were taught: Families and Friendships Positive friendships including online.	In Year 4 pupils were taught: 1. Safe Relationships Responding to hurtful behaviour. Managing confidentiality; recognising risks online. 2. Respecting Ourselves and Others Respecting differences and similarities; discussing differences sensitively.	In Year 4 pupils were taught: Belonging to a Community What makes a community; shared responsibilities.	In Year 4 pupils were taught: 1. Money and Work Making decisions about money; using and keeping money safe. 2. Keeping Safe Medicines and household products; drugs common to everyday life.	In Year 4 pupils were taught: Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.	In Year 4 pupils were taught: Growing and changing Physical and emotional changes in puberty. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Later Learning	In Year 6 pupils will be taught: Families and Friendships Attraction to others.	In Year 6 pupils will be taught: 1. Families and Friendships Attraction to others. 2. Safe Relationships Recognising and managing pressure. 3. Respecting Others Expressing opinions and respecting others. Developing and maintaining healthy relationships	In Year 6 pupils will be taught: Belonging to a Community Valuing diversity.	In Year 6 pupils will be taught: Money and Work Influences and attitudes to money.	In Year 6 pupils will be taught: Physical Health and Mental Wellbeing What affects mental health and ways to take care of it	In Year 6 pupils will be taught: 1. Growing and changing Human reproduction. 2. Keeping Safe Keeping personal information safe, drugs. SRE (relationships) and transition to Secondary Schools

Year 5 PSHE Association Objectives	Families and Friendships • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships.	Safe Relationships • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact. Respecting Others and Ourselves • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	Belonging to a Community • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	Money and Work • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • 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	Physical Health and Mental Wellbeing • 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 • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	Growing and Changing • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing Revisit Puberty: • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty Keeping Safe • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services FGM- down to school’s discretion. Abbotswood has decided not to teach this topic. RSE Objectives-Medway scheme: R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R31. to recognise the importance of self-respect and how this can affect
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						their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships H26. that for some people gender identity does not correspond with their biological sex R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online Revisit Puberty: H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty
E-Safety Objectives (Educated for a Connected World)	<u>Self-image & Identity</u> - I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context.	<u>Online Relationships</u> - I can give examples of technology-specific forms of communication (e.g. emojis, memes & gifs). - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. - I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups). - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. - I can demonstrate how to support others (including those who are having difficulties) online.	<u>Online Reputation</u> - I can search for information about an individual online and summarise the information found. <u>Online Bullying</u> - I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. - I can identify a range of ways to report concerns and access support both in school and at home about online bullying. - I can explain how to block abusive users. - I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	<u>Managing Online Information</u> - I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. - I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. - I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. - I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. - I can explain key concepts including: information reviews, fact, opinion, belief, validity, reliability and evidence. - I can identify ways the internet can draw us to information for different agendas e.g. website notifications, pop-ups, targeted ads - I can describe ways of identifying when online content has been	<u>Health, Wellbeing & Lifestyle</u> - I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. - I can describe some strategies, tips or advice to promote health and well-being with regards to technology. - I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. - I can explain how and why some apps and games may request or take payment for additional contempt (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	<u>Privacy & Security</u> - I can explain what a strong password is and demonstrate how to create one. - I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice messages, geolocation) with others. - I can explain what app permissions are and give some examples. <u>Copyright & Ownership</u> - I can assess and justify when it is acceptable to use the work of others. - I can give examples of content that is permitted to be reused and know how this content can be found online.

			I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)	commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers) - I can explain what is meant by the term 'stereotype', how stereotypes are amplified and reinforced online and why accepting stereotypes may influence how people think about others. - I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. - I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.		
Linked Texts (Currently all fiction books)	It's Ok To Be Different By Todd Parr	Stephen Hawking By Isabel Sanchez Vegara	Stubby: A True Story of Friendship by Michael Foreman	My Uncle's Wedding By Eric Rosswood	The Magic Is Inside of You By By Cathy Domoney	Feelings By Richard Jones and Libby Walden



Year 6 PSHE Medium Term Overview

Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 Lest We Forget	Summer 1 Lest We Forget	Summer 2 Location, Location, Location
Unit and Outcome	Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage	1. Safe Relationships Recognising and managing pressure; consent in different situations 2. Respecting Others Expressing opinions and respecting other points of view, including discussing topical issues	Belonging to a Community Valuing diversity; challenging discrimination and stereotypes	Money and Work Influences and attitudes to money; money and financial risks	Physical Health and Mental Wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	1. Growing and changing Human reproduction and birth; increasing independence; managing transition 2. Keeping Safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Key Vocabulary	commitment	influence	stereotype	mortgage	welfare	prevent
Prior Learning	Families and Friendships Making friendships and peer influence.	1. Safe Relationships Physical contact and feeling safe. 2. Respecting Others and Ourselves Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Belonging to a Community Protecting the environment; compassion towards others.	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	1. Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing. 2. Keeping Safe Keeping safe in different situations, responding in emergencies.
Later Learning	In Year 7 pupils will be taught: About positive relationships: - about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them - indicators of positive, healthy relationships and unhealthy relationships, including online - about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation - the difference between biological sex, gender identity and sexual orientation - to recognise that sexual attraction and sexuality are diverse - that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion - how the media portrays relationships and the potential impact of this on people's expectations of relationships	In Year 7 pupils will be taught: About forming and maintaining respectful relationships: - how to safely and responsibly form, maintain and manage positive relationships, including online - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) - to further develop and rehearse the skills of team working - to further develop the skills of active listening, clear communication, negotiation and compromise - strategies to identify and reduce risk from people online; when and how to access help - to manage the strong feelings that relationships can cause - to develop conflict management skills and strategies to reconcile after disagreements - to manage the influence of drugs and alcohol on decision-making within relationships and social situations	In Year 7 pupils will be taught: About self-concept: - how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing - to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) - simple strategies to help build resilience to negative opinions, judgements and comments About learning skills: - about study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value - the skills and qualities required to engage in enterprise - the importance and benefits of being a lifelong learner	In Year 7 pupils will be taught: About financial choices: - to assess and manage risk in relation to financial decisions that young people might make - about values and attitudes relating to finance, including debt - to manage emotions in relation to money - to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions - to recognise financial exploitation in different contexts About learning skills: - about study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value - the skills and qualities required to engage in enterprise	About mental health and emotional wellbeing: - how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - the characteristics of mental and emotional health and strategies for managing these - the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns - strategies to understand and build resilience, as well as how to respond to disappointments and setbacks - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support - the causes and triggers for unhealthy coping strategies - how to recognise when they or others need help with their mental health and wellbeing; sources of help and support	In Year 7 pupils will be taught: About self-concept: - how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing - to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) - simple strategies to help build resilience to negative opinions, judgements and comments - the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health - simple strategies to help build resilience to negative opinions, judgements and comments - to recognise and manage internal and external influences on decisions which affect health and wellbeing About mental health and emotional wellbeing: - how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - the characteristics of mental and emotional health and strategies for managing these - the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns - strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

	- that the portrayal of sex in the media and social media can affect people's expectations of relationships and sex About relationship values: - to clarify and develop personal values in friendships, love and sexual relationships - the importance of trust in relationships and the behaviours that can undermine or build trust - to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships - that everyone has the choice in relationships About forming and maintaining respectful relationships: - how to safely and responsibly form, maintain and manage positive relationships, including online - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) - to further develop and rehearse the skills of team working - to further develop the skills of active listening, clear communication, negotiation and compromise - strategies to identify and reduce risk from people online; when and how to access help - to manage the strong feelings that relationships can cause - to develop conflict management skills and strategies to reconcile after disagreements	- how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships - the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support - the services available to support healthy relationships and manage unhealthy relationships, and how to access them About consent: - that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances - about the law relating to sexual consent - how to seek, give, not give and withdraw consent (including online) - that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected - to gauge readiness for sexual intimacy About bullying and discrimination: - the characteristics of abusive behaviours; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others - to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied - the impact of stereotyping, prejudice and discrimination on individuals and relationships - about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice - the need to promote inclusion and challenge discrimination, and how to do so safely, including online	About choices and pathways: - about the options available to them at the end of key stage 3 and the skills to manage this decision-making process - the benefits of setting ambitious goals and being open to opportunities in all aspects of life - to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	- the importance and benefits of being a lifelong learner	and strategies for accessing what they need About healthy lifestyles: - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities - the benefits of physical activity and exercise for physical and mental health and wellbeing - the importance of sleep and strategies to maintain good quality sleep	- a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support - the causes and triggers for unhealthy coping strategies - how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need About healthy lifestyles: - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities - the benefits of physical activity and exercise for physical and mental health and wellbeing - the importance of sleep and strategies to maintain good quality sleep - to recognise and manage what influences their choices about physical activity - the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices - what might influence decisions about eating a balanced diet and strategies to manage eating choices - the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination; the purpose of vaccinations offered during adolescence for individuals and society. - strategies for maintaining personal hygiene - how to access health services when appropriate - the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM About drugs, alcohol and tobacco: - the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics - to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use strategies to manage a range of influences on drug, alcohol and tobacco use, including peers - information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use - the personal and social risks and consequences of substance use and misuse including occasional use - the law relating to the supply, use and misuse of legal and illegal substances - about the concepts of dependence and addiction including awareness of help to overcome addictions About puberty and sexual health: - strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing - about the purpose, importance and different forms of contraception; how and where to access contraception and advice - that certain infections can be spread through sexual activity About managing risk and personal safety: - how to identify risk and manage personal safety in increasingly independent situations, including online - ways of assessing and reducing risk in relation to health, wellbeing and personal safety - the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling - how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
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Year 6 PSHE Association Objectives	Families and friendships • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved (These will be moved to RSE in Summer 2 per SLT request). • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	Safe relationships • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations Respecting ourselves and others • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	Belonging to a community • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	Money and Work • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how 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 • 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 other financial risks	Physical health and Mental wellbeing • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	Growing and changing • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school (All of these purple objectives have been covered in RE day - transition as well as the MHST workshops plus some coverage in RSE) • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone’s life Keeping safe • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions RSE Objectives-Medway scheme: In addition to recapping on the Year 4 and 5 content: H24. problem-solving strategies for dealing with emotions challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages H35. about the new opportunities and responsibilities that increasing independence may bring
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E-Safety Objectives (Educated for a Connected World)	E-safety - Health, wellbeing and lifestyle I can describe common systems that regulate age-related contents e.e. PEGI, BBFC, parental warnings) and describe their purpose. E-safety - Health, wellbeing and lifestyle I can recognise and discuss the pressures that technology can place on someone and how/when they would manage this. E-safety - Self image and identity I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online. E-safety - Self image and identity I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	E-Safety - Online Relationships I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them and how to support them if others do not. E-Safety - Online Relationships I can describe how things shared privately online can have unintended consequences for others e.g. screen grabs. I can explain that taking or sharing inappropriate images of someone (e.g embarrassing images), even if they say that it is okay, may have an impact for the sharer and others; and who can help someone is worried about this. E-Safety - Online bullying I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me. E-Safety - Online bullying I can explain how someone would report online bullying in different contexts.	E-Safety - Privacy and Security I can describe effective ways people can manage passwords e.g. storing them securely or saving them in a browser. I can explain what to do if a password is shared, lost or stolen. E-safety - privacy and security I can describe how and why people should keep their software and apps up to date e.g auto updates I can describe simple ways to increase privacy on apps and services that provide privacy settings. E-safety - privacy and security I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content e.g. scams, phishing.	E-safety - Online reputation I can explain the ways in which anyone can develop a positive online reputation. E-Safety - Online Reputation I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. E-Safety - Managing Online Information I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. E-Safety - Managing Online Information I can describe how some online information can be opinion and offer examples. I can explain how and why some people may present 'opinions' as 'facts';why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. E-Safety - Managing Online Information I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	E-Safety - Managing Online Information I can understand the concept of persuasive design and how it can be used to influence peoples' choices. E-Safety - Managing Online Information I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. E-Safety - Managing Online Information I can identify, flag and report inappropriate content. E-Safety - Managing Online Information I can explain how companies and news providers target people with online new stories they are more likely to engage with and how to recognise this. E-Safety - Managing Online Information I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen e.g. the sharing of misinformation or disinformation.	E-safety - health , well-being and lifestyle I can recognise features of persuasive design and how they are used to keep users engaged (current and future use) E-safety - health , well-being and lifestyle I can assess and action different strategies to limit the impact of technology on health (e.g. night mode, regular breaks, correct posture, diet and exercise) E-Safety - Copyright and Ownership I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.
Linked Texts (Currently all fiction books)	Frog In Love By Max Velthuis	And Tango Makes Three By y Justin Richardson and Peter Parnell	The Not-So-Perfect Princess and The Not-So-Dreadful Dragon By Janeen Sanders	The Other Ark By Lynley Dodd	The Other Ark By Lynley Dodd	Find Your Happy By Patricia May Buckets, Dippers and Lids By Carol McCloud and Glenn Zimmer