

# Covingham Park Primary School



PSHE  
Association

## PSHE Scheme of Work September 2020

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Covingham Park Primary School PSHE : LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	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?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## YEAR 1 – MEDIUM-TERM OVERVIEW

Science Animals inc. humans – identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense

**Computing** –1 and 3: E-safety talk. Who goes on the computer? What for? Contact online. Who to go to if concerned about anything. 1 and 2: How to use an ipad safely. Closing programs. Locking the ipads. Safe storage.

2: Logging in with a password.

The password is just for you. Where else would we use a password? (ipads/phones).

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<p><b>Autumn 1</b></p> <p>What is the same and different about us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</li> </ul>	<p>All about me sheet Twinkl</p> <p>We are all different ebook Twinkl</p> <p>Self Portraits We are all different Inspirational people (ASPIRATION) powerpoint Twinkl</p> <p>Same different my friend and I Twinkl</p> <p>We are all different discussion cards Twinkl</p> <p>We are all different what makes you special powerpoint Twinkl</p> <p>British Values Primary Lessons KS1 Mutual Respect and Tolerance. Lessons 1,2,3</p> <p>Medway Public Health Directorate – Primary RSE Lessons KS1 Lesson 3 Everybody’s body</p> <p>Hope clouds</p> <p>Possible Books – We are all Wonders R J Palacio</p> <p>Red: A Crayon’s story</p> <p>Ish</p> <p>Amazing Grace</p>
<p><b>Autumn 2</b></p> <p>Who is special to us?</p>	<p><b>Relationships</b></p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> </ul>	<p>Medway Public Health Directorate – Primary RSE Lessons KS1 Lesson 1 ‘My Special People’</p> <p>Families around the World powerpoint Twinkl</p> <p>Interview your family Twinkl</p> <p>Every kind of family powerpoint Twinkl</p>

		<ul style="list-style-type: none"> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p>My family tree and leaf craft worksheet Twinkl</p> <p>Possible Books</p> <p>Who is in my family?</p> <p>The most precious gift in the world</p>
<p><b>Spring 1</b></p> <p>What helps us stay healthy?</p>	<p><b>Health and wellbeing</b></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"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p>E-Bug KS1 Resources Microbe Mania, Horrid Hands, Super Sneezes, How Clean is your kitchen, Antibiotic Awareness</p> <p><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/hygiene/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/hygiene/</a></p>
<p><b>Spring 2</b></p> <p>What can we do with money?</p>	<p><b>Living in the wider world</b></p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>	<p><a href="https://www.valuesmoneyandme.co.uk/teachers">https://www.valuesmoneyandme.co.uk/teachers</a></p> <p>Lifesavers Financial Education</p> <p>Q1 Where does our money come from?</p> <p>Q2 How does money make us feel?</p> <p>Q3 What can we use our money for?</p> <p>Q4 How does our money help other people?</p> <p>Q5 How can we look after our money?</p>
<p><b>Summer 1</b></p> <p>Who helps to keep us safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support</li> </ul>	<p>INVITE Fire and Rescue Service</p> <p>INVITE PCSO Road safety</p> <p><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/road-safety/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/road-safety/</a></p>

		<p>until they are heard</p> <ul style="list-style-type: none"> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p>Possible Books  Ruby's Worry  (But Why Can't I out of stock )</p>
<p><b>Summer 2</b>  How can we look after each other and the world?</p>	<p><b>Living in the wider world</b>  Ourselves and others; the world around us; caring for others; growing and changing  PoS refs: H26, H27, R21, R22, R24, R25,</p>	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>	<p>INVITE Pam Jones Envirocrime</p> <p>Medway Public Health Directorate – Primary RSE Lessons KS1 Lesson 2 We are growing. Human life cycle</p> <p>Alzheimers Society Resources</p> <p>Possible Books  Dear Greenpeace  Dear Earth by Isabelle Otter</p>

## YEAR 2 MEDIUM-TERM OVERVIEW

**Science** -Animals inc. humans – notice that animals, including humans, have offspring which grow into adults,  
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Health and wellbeing  
inc. SRE

Computing –  
1: Why do we have a password? (linked to word processing)Why should we change it regularly?  
3: Through internet research – what to do to report a concern (PSHE)  
3: How to research, selecting appropriate websites and what to ask the search engine for.  
3. Regular E-safety assemblies. 1 and 2: Safe use of You Tube – promoting the positive use of the internet whilst behaving responsibly and safely. Discuss the use of safe apps- cbeebies/iplayer/You Tube Kids.  
3: Through internet research – what to do to report a concern (PSHE).  
1.How to look after school property- lpads and computing suite.  
2 and 3- KS1 Safer Internet Day Information Powerpoint (Twinkl)  
3: Through internet research – what to do to report a concern (PSHE).  
1: Twinkl resources linked to safe use of technology, looking at scenarios and role play (cyberbullying).  
2 and 3- Internet Safety wordsearch and recap (Twinkl)

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b> What makes a good friend?	<b>Relationships</b> Friendship; feeling lonely; managing arguments  PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	Friendship and what it means powerpoint Twinkl What I want in a friend Twinkl Good friend discussion and sorting cards Twinkl How can you help scenario cards Twinkl Recipe for friendship powerpoint Twinkl Trying to be a good friend quiz Twinkl  <a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/</a>  Possible Books Iced Out Squirrels who squabbled Dave the Loney Monster Anna Kemp and Sara Olgily
<b>Autumn 2</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> </ul>	Rude, Mean or a Bully? Powerpoint Twinkl

<p>What is bullying?</p>	<p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p>What is Bullying? Powerpoint Twinkl Bullying and feelings sheet Twinkl Anti Bullying Pack Twinkl</p> <p><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/bullying/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/bullying/</a></p>
			<p>Possible Books The Jar of Happiness Ish Newspaper Boy, Origami Girl Troll Stinks</p>
<p><b>Spring 1</b> What jobs do people do?</p>	<p><b>Living in the wider world</b> People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>Lifesavers Financial Education Q1 Where does our money come from? Q3 What can we use our money for?</p>
<p><b>Spring 2</b> What helps us to stay safe?</p>	<p><b>Health and wellbeing</b> Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p>ThinkUknow Jessie and Friends <a href="https://www.think.gov.uk/education-resources">https://www.think.gov.uk/education-resources</a></p> <p>British Red Cross Life. Live it. Stay safe to be replaced by First Aid Champions</p> <p><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/emergencies-and-safety/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/emergencies-and-safety/</a></p>
<p><b>Summer 1</b></p>	<p><b>Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including</li> </ul>	<p>A-life Healthy Living Superhero lesson</p>

<p>What can help us grow and stay healthy?</p>	<p>Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9</p>	<p>food and drink, physical activity, sleep and rest</p> <ul style="list-style-type: none"> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><a href="https://www.educationquizzes.com/ks1/science/staying-healthy-exercise/">https://www.educationquizzes.com/ks1/science/staying-healthy-exercise/</a> Dental Buddy KS1 Change4 life</p> <p><a href="https://www.sunsafeschools.co.uk/resources/">https://www.sunsafeschools.co.uk/resources/</a></p>
<p><b>Summer 2</b> How do we recognise our feelings?</p>	<p><b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p>PSHE Association Mental health and Well being lessons Year 1/2 Lessons 1-3</p> <p>Possible Books</p> <p>The Jar of happiness</p> <p>The Girl who never made mistakes</p> <p>The Sad Book by Michale Rosen</p> <p>Black Dog Ruby's Worry</p> <p>The Orangutan who sang</p> <p>The heart and the bOttle Oliver Jeffers</p> <p>After the Fall</p> <p>Tough Guys have feelings too</p> <p>Dear Teacher</p>

## YEAR 3 – MEDIUM-TERM OVERVIEW

**Science** - Animals inc. humans – identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat

Health and wellbeing

**Computing** - 1: Creating safe passwords, what makes a safe password? (linked to word processing)

3: Through internet research – what to do to report a concern (PSHE)

3: How to research, selecting appropriate websites, what to ask the search engine for. 1 and 2: Safe use of You Tube – promoting the positive use of the internet whilst behaving responsibly and safely.

3: Through internet research – what to do to report a concern (PSHE). 3: Through internet research – what to do to report a concern (PSHE).

1: Twinkl resources linked to safe use of technology, looking at scenarios and role play (cyberbullying).

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b>  How can we be a good friend?	<b>Relationships</b>  Friendship; making positive friendships, managing loneliness, dealing with arguments  PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	Medway Public Health Directorate – Primary RSE Lessons KS2 Lesson 1 What makes a good friend, Lesson 2 Falling out with friends.  Resolving conflict powerpoint Twinkl  Resolving conflict cards Twinkl  Possible Books Iced out Dave the Lonely Monster The Uncorker of Ocean Bottles Rhino Neil
<b>Autumn 2</b>  What keeps us safe?	<b>Health and wellbeing</b>  Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> </ul>	Kitchen, Livingroom and Bathroom Hazards Twinkl

	<p>PoS refs: H9, H10, H40, H41, H42, H43, H44, R25, R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• 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)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<p>NSPCC Pants  <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a></p> <p>E-Bug KS2 Micro-Organisms, Spread of infection, Prevention of infection, Treatment of infection.</p> <p>British Red Cross Life. Live it. Stay safe to be replaced by First Aid Champions</p>
<p><b>Spring 1</b>  What are families like?</p>	<p><b>Relationships</b>  Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p>Possible Books  The Smeds and the Smoos by Jukia Donaldson  I don't have your eyes (Oos)  Sputniks Guide to Life Frank Cottrell Boyce  The most precious present in the world</p>
<p><b>Spring 2</b>  What makes a community?</p>	<p><b>Living in the wider world</b>  Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them  rights and responsibilities</li> </ul>	<p>Premier League Primary Stars - Diversity  Possible Books  We are all born free The Universal declaration of Human Rights - Amnesty International  Dreams of Freedom Amnesty International  We are all Wonders R J Palacio  The Smeds and the Snoos by Julia Donaldson  Tough Guys have feelings too</p>
<p><b>Summer 1</b></p>	<p><b>Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich</li> </ul>	<p>A-life Healthy Living Superhero lesson plan</p>

<p>Why should we eat well and look after our teeth?</p>	<p>Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<p>foods</p> <ul style="list-style-type: none"> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p>Dental Buddy KS2 lessons 1-3 E-Bug Oral Hygiene  Change4Life</p>
<p><b>Summer 2</b> Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b> Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p>Change4Life <a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/exercise/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/exercise/</a></p>

## YEAR 4 – MEDIUM-TERM OVERVIEW

**Science** -Animals inc. humans – identify the different types of teeth in humans and their simple functions, Non statutory – might work scientifically finding out what damages teeth and how to look after them. Dental health and benefits of good oral hygiene, flossing and regular check ups

Health and Wellbeing

### Computing

1: How to assess whether a website would be appropriate for research.

2: What to do if you notice bullying on social media or are a victim of it and not revealing personal information online.

3: How to deal with inappropriate pop-ups

1 and 2: Safe use of You Tube – promoting the positive use of the internet whilst behaving responsibly and safely.

Daily reminders about e-safety, as requested by CP.

1and 2: Safe searching on You Tube while we look for Roald Dahl videos

3: Who would you talk to in school if you had a worry about something online? Reminder about the use of worry box if don't want to talk about verbally. Daily reminders about e-safety, as requested by CP.

1: PSHE on what is Cyber bullying? Appreciating that the WWW is accessible worldwide – things you put online can be accessed on the other side of the world!

3: Who would you talk to in school if you had a worry about something online? Reminder about the use of worry box if don't want to talk about verbally.

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b> What strengths, skills and interests do we have ?	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	Hope clouds  Premier Legue Primary Stars Resilience and Self Esteem  Possible Books - We are all Wonders R J Palacio Red: A Crayon's story Beautiful Oops I can't do that yet Just Jack The Girl who never made mistakes To catch a star

<p><b>Autumn 2</b></p> <p>How do we treat each other with respect?</p>	<p><b>Relationships</b></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<p>Premier League Primary Stars Play the right way and Inclusion</p> <p>Alzheimers Society – Creating a dementia friendly generation</p> <p><a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/bullying/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/bullying/</a></p> <p><a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/cyber-bullying/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/cyber-bullying/</a></p> <p>Possible Books  We are all born free The Universal declaration of Human Rights – Amnesty International  Dreams of Freedom Amnesty International  Amazing Grace  Newspaper Boy, Origami Gorl  Troll Stinks!</p>
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\* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools](#) information sheet for further information

<p><b>Spring 1</b></p> <p>How can we manage our feelings?</p>	<p><b>Health and wellbeing</b></p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	<p>PSHE Association Mental health and Well being lessons Year 3/4 Lessons 1-3</p> <p><a href="https://litfilmfest.com/shop/breathe/">https://litfilmfest.com/shop/breathe/</a></p> <p>Possible Books</p> <p>Not my fault</p>
<p><b>Summer 1</b></p> <p>How will we grow and change?</p>	<p><b>Health and wellbeing</b></p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams.</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p>Betty: it's perfect; y natural <a href="https://bettyforschools.co.uk/">https://bettyforschools.co.uk/</a></p> <p>Medway Public Health Directorate – Primary RSE Lessons KS2 Y4/5 Lesson 1 Time to change, Lesson 2 Menstruation and Wet dreams, Lesson 3 Personal Hygiene, Lesson 4 Emotions and Feelings.</p>
<p><b>Spring 2</b></p> <p>How can our choices make a difference to others and the environment?</p>	<p><b>Living in the wider world</b></p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p>Premier League Primary Stars Plastic Pollution</p> <p>RSPCA Compassionate Class <a href="https://education.rspca.org.uk/education/teachers/primary/compassionateclass">https://education.rspca.org.uk/education/teachers/primary/compassionateclass</a></p> <p>Lifesavers Financial Education</p> <p>Q2 How does money make us feel?</p> <p>Q3 What can we use our money for?</p> <p>Q4 How does our money help other people?</p> <p>Possible Books</p> <p>We are all born free The Universal declaration of Human Rights – Amnesty International</p> <p>Dreams of Freedom Amnesty International</p> <p>The Boy who harnessed the wind</p>

<p><b>Summer 2</b></p> <p>How can we manage risk in different places?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p>PSHE Associations and Gamble Aware -Exploring risk in relation to gambling lesson plans</p> <p>Network Rail</p> <p><a href="https://www.think.gov.uk/education-resources">https://www.think.gov.uk/education-resources</a></p> <p><a href="https://admin.rnli.org/youth-education">https://admin.rnli.org/youth-education</a></p> <p><a href="https://www.sunsafeschools.co.uk/resources/">https://www.sunsafeschools.co.uk/resources/</a></p> <p><a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a></p>
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## YEAR 5 –MEDIUM–TERM OVERVIEW

**Science** - Animals inc. humans – describe the changes as humans develop to old age, Non statutory - changes experienced during puberty

Health and Well being, Relationships

**Computing** -

1: Talk about using the internet safely. Focus on appropriate websites and reliable sources.

2: Discussing acceptable/unacceptable behaviour on the internet.

3: Knowing who to talk to about e-safety worries. 1 and 2: Safe use of You Tube – promoting the positive use of the internet whilst behaving responsibly and safely.

1: Focus on how to stay safe when gaming online.

2: Understanding the dangers of clicking on popups.

3: Knowing where to report gaming worries. 1: Focus on how to stay safe using messenger apps.

2: Knowing what is appropriate and inappropriate to send via messenger.

3: Knowing where to report issues raised from using messenger apps.

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b> What makes up our identity?	<b>Health and wellbeing</b> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes  PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	Premier League Primary Stars Developing Values  Possible Books - We are all Wonders R J Palacio Red: A Crayon's story Dreams of Freedom Amnesty International All the things that could go wrong Coud Busting Malorie Blackman
<b>Autumn 2</b> What decisions can people make with money?	<b>Living in the wider world</b> Money; making decisions; spending and saving  PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they</li> </ul>	<b>INVITE TSB Sarah Newitt</b> <a href="https://www.valuesmoneyandme.co.uk/teachers">https://www.valuesmoneyandme.co.uk/teachers</a>  Lifesavers Financial Education Q2 How does money make us feel? Q3 What can we use our money for? Q4 How does our money help other people?

		<p>want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	Q5 How can we look after our money?
<p><b>Spring 1</b></p> <p>How can we help in an accident or emergency?</p>	<p><b>Health and wellbeing</b></p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	Red Cross First Aid Champions
<p><b>Spring 2</b></p> <p>How can friends communicate safely?</p>	<p><b>Relationships</b></p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p>Thinkuknow Play Like Share</p> <p><a href="https://parentzone.org.uk/legendshome">https://parentzone.org.uk/legendshome</a></p> <p>Possible Books</p> <p>Not my fault</p>

<p><b>Summer 1</b></p> <p>How can drugs common to everyday life affect health?</p>	<p><b>Health and wellbeing</b></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	
<p><b>Summer 2</b></p> <p>What jobs would we like?</p>	<p><b>Living in the wider world</b></p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<p>Seimans Inspiring Furtues, Raiisng Aspirations</p>

## YEAR 6 – MEDIUM-TERM OVERVIEW

Science - Animals inc. humans – recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health and well being

Computing e-safety

1: Jigsaw – CEOP resources covers:

The importance of privacy settings

What to do if you are concerned about something you see or receive online

The dangers of not having appropriate controls

Who you can talk to1 and 2: Safe use of You Tube – promoting the positive use of the internet whilst behaving responsibly and safely.

3: Like Play Share – CEOP resources covers:

Online bullying: What is it? What do you do if it happens to you? What happens if you see it happening to someone else?

1: Privacy Settings: Who should you share your information with? How can you control these?

Security: How do you keep your password safe? What do you do if you are hacked?

2: Who can you talk to?

Wellbeing (p.20) selected aspects only: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

Teaching\_online\_safety\_in\_school.pdf2: CSE

CP to resource materials for teaching/learning of CSE

**How to stay safe online (p15) selected aspects only:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

[Teaching online safety in school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes/ resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1 &amp; 2</b>  How can we keep healthy as we grow?	<b>Health and wellbeing</b>  Looking after ourselves; growing up; becoming independent; taking more responsibility  PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including:                             <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects</li> </ul> </li> </ul>	PSHE Association Mental Health and Wellbeing KS2 Y5/6 lessons 1-3  <a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a>  A-life Healthy Living Giant Plate lesson, Nutritional Value lesson, Mr Man Meal plan lesson  Dental Buddy KS2  <a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/exercise/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/exercise/</a>  <a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/sun-safety/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/sun-safety/</a>

		<p>of poor sleep; strategies that support good quality sleep</p> <ul style="list-style-type: none"> <li>» how to manage the influence of friends and family on health choices</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• 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</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>	<p>PSHE Association The Sleep Factor</p> <p><a href="https://litfilmfest.com/shop/breathe/">https://litfilmfest.com/shop/breathe/</a></p> <p><b>PSHE Association Drug and Alcohol lesson plans coming Summer 2020</b></p> <p>Possible Books Black Dog The Sad book The Mystery of the Colour Thief</p>
<p><b>Spring 1 &amp; 2</b></p> <p>How can the media influence people?</p>	<p><b>Living the wider world</b></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"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> </ul>	<p>PSHE Association INCLUSION, Belonging and addressing Extremeism KS2 Y5/6 Extremism</p> <p>Newswise, lessons 3,6 &amp; 6</p> <p>BBFC Lets watch a film, Lesson 1 &amp; 2</p> <p>Trust me Childnet Lessons 1 &amp; 2</p> <p>NSPCC Making sense of Relationships Lesson</p> <p>3 Healthy online friendships</p> <p><a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/cyber-bullying/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/cyber-bullying/</a></p>

		<ul style="list-style-type: none"> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	
<p><b>Summer 1 &amp; 2</b></p> <p>What will change as we become more independent?</p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul>	<p>NSPCC Making sense of Relationships Lessons 1 Secondary School, lesson 2 changing friendships</p>
<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul>	<p>PSHE Association Mental Health and Wellbeing KS2 Y5/6 Lesson 3 Feelings and common anxieties when transitioning to secondary school</p> <p>Medway Public Health Directorate – Primary RSE Lessons KS2 Y6 Lesson 1 Puberty Recap and Review, Lesson 2 Change and becoming Independent, Lesson 3 Positive and healthy relationships, Lesson 4 How a baby is made</p> <p>Rise above Transition to Secondary School</p>

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

- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>

## Questions

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

## KEY FACT

In Swindon, in 2016, there were 72 conceptions to under 18s. The resultant teenage conception rate is two thirds lower than it was at the turn of the century

## KEY ISSUES

- Ensuring open access to contraceptive services and specialist young people sexual and reproductive health outreach services.
- Ensuring high quality, progressive sexual and reproductive education in Swindon schools

(swindon]SNA)

The key recommendations from the Swindon Sexual Health Joint Strategic Needs Assessment (JSNA) are to

JSNA 8. Encourage schools and colleges to use quality assured packages available for the delivery of Sex and Relationships Education, so that young people are well informed about sexual health and relationships and are aware of where and how to access help should sexual abuse/assault occur. JSNA

Medway Public Health Directorate RSE SOW is quality assured

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. **The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.** It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. **It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.** DFE 2019 SRE Guidance Primary

Aspiration – how to build it in?

CC wall of fame

Modelling talk