

Subject Lead			
Joe Ottaway			
Whole school PSHE themes	Autumn	Spring	Summer
	Relationships	Living in the Wider World	Health and Wellbeing
Why we learn PSHE at Ewelme C.E. Primary School		Cultural Capital	
<p>At Ewelme C.E. Primary School we aim for our PSHE Curriculum to:</p> <ul style="list-style-type: none"> To develop children's understanding that they are in control of their behaviour. That they have the ability to regulate their behaviour and the way they respond to others. To improve children's awareness about their mental health and strategies they can use to improve it. To build children's capacity for learning and equip them for life beyond the school gate. To develop children who are respectful towards others regardless of their race, religion or background. To ensure that children are Ready for their life beyond the school gate with strategies for coping with worries and fears, and understanding how they develop and change as they grow. Giving children awareness and knowledge of their responsibilities as members of the community. Building up children's resilience and determination to succeed and achieve their potential, dependant of the individual. Promotion of British values through learning about Democracy, Rules of Law, Individual liberty, mutual respect and tolerance of those different faiths and beliefs. To promote the children's, spiritual, cultural, moral and social awareness at the school and within society. 		<ul style="list-style-type: none"> Each Year will have an anti-Bullying workshop and a Black History Month workshop. Children in Year 5 and 6 have the opportunity to become 'Active Leaders', giving them responsibility to encourage and develop games and activities for children to be healthy mentally and physically. School nurse coming in to KS2 children to talk about their physical development. Sports teams and house point treats so children can work collaboratively in order to succeed. Outdoor learning activities and clubs to encourage children's experiences of outdoor environments. School play and performances at Christmas and Easter where children can perform to an audience, exhibiting their creative flair. Opportunities to sing at the Festival of voices in Dorchester Abbey. Residential Opportunities for years 5 & 6 which involve team building activities, communication skills problem solving and building resilience. 	

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Reception									
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3/4 A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 3/4 B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care		Medicines and household products; drugs common to everyday life

Year 5/6 A	Managing friend- ships and peer influence	Physical contact and feeling safe	Responding respect- fully to a wide range of people; recognis- ing prejudice and discrimination	Protecting the envi- ronment; compas- sion towards others	How information online is targeted; different media types, their role and impact	Identifying job inter- ests and aspirations; what influences career choices; workplace stereo- types	Healthy sleep habits; sun safety; medicines, vaccina- tions, immunisations and allergies	Personal identity; recognising individ- uality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relation- ships; civil partner- ship and marriage	Recognising and managing pressure; consent in different situations	Expressing opin- ions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrim- ination and stereo- types	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereave- ment; managing time online		Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Please note that Relationships and Sex Education are taught to Year 5 and 6 separately on an annual basis. Please see page 197 for details.

The Relationships and Sex Education curriculum and policy can be viewed at: www.ewelmeprimaryschool.co.uk/curriculum

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns
Spring — Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling

Summer- Health and wellbeing	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave

<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play areas• basic rules for keeping safe online• whom to tell if they see something online that makes them feel unhappy, worried, or scared
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YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Spring	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community

Spring — Living in the wider world	Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everydaylife to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants
Summer — Health and wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year

	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none">• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/householdproducts• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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YEAR 3/4 Cycle A – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> 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. 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 	Unit 1 – lesson 1 - 3: <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment know more about themselves and their classmates know what is meant by emotions and about different emotions and the situations in which we experience them understand the difference between emotions and actions define and identify: social groups; how to join them; how to help others to be included in social groups; the emotions associated with group membership
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> 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 	
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	<ul style="list-style-type: none"> 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 	

Spring — Living in the wider world	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken 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 education and the responsibility to learn 	Unit 1 – lessons 4 – 6 <ul style="list-style-type: none"> think about how to take others into consideration and the importance of this recognise the positive characteristics of other people, and also of themselves understand what bullying is understand how bullying differs from accidentally inflicted harm, an argument or playful teasing understand what bullying may feel like know the consequences of bullying know that at this school bullying will not be tolerated and will be dealt with immediately understand the meaning of ‘bystanders’ in bullying situations reflect on their own behaviour in bullying situations and how to positively change it understand that it is everyone’s responsibility to reduce bullying *to be taught after, or as part of, KiVa Unit 1 Lesson 5 (There’s no bullying at a KiVa School)
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication about bullying online, and the similarities and differences to face-to-face bullying* 	
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	<ul style="list-style-type: none"> 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 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 	

Summer — Health and wellbeing	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • 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 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 	Unit 1 – lessons 7-10 <ul style="list-style-type: none"> • identify ways to support the victim of bullying • understand that even small gestures or actions can help a victim of bullying • understand that bullying is not the victim's fault and that no one should give in to being bullied • know what assertiveness means and how being assertive can reduce bullying • know of ways of how to act in bullying situations • review the anti-bullying rules of the class created during the school year • commit to following the rules next year
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • 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 help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	

YEAR 3/4 Cycle B – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> 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 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 	Unit 1 – lesson 1 - 3: <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment know more about themselves and their classmates know what is meant by emotions and about different emotions and the situations in which we experience them understand the difference between emotions and actions define and identify: social groups; how to join them; how to help others to be included in social groups; the emotions associated with group membership
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares 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 	
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	

Spring — Living in the wider world	Belonging to a community What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities aswell 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, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	Unit 1 – lessons 4 – 6 <ul style="list-style-type: none"> think about how to take others into consideration and the importance of this recognise the positive characteristics of other people, and also of themselves understand what bullying is understand how bullying differs from accidentally inflicted harm, an argument or playful teasing understand what bullying may feel like know the consequences of bullying know that at this school bullying will not be tolerated and will be dealt with immediately understand the meaning of ‘bystanders’ in bullying situations reflect on their own behaviour in bullying situations and how to positively change it understand that it is everyone’s responsibility to reduce bullying *to be taught after, or as part of, KiVa Unit 1 Lesson 5 (There’s no bullying at a KiVa School)
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> how to respond if they witness or experience hurtful behaviour or bullying online to differentiate between playful teasing, hurtful behaviour and bullying online* that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access 	
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> 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 about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	

Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary 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 	Unit 1 – lessons 7-10 <ul style="list-style-type: none"> identify ways to support the victim of bullying understand that even small gestures or actions can help a victim of bullying understand that bullying is not the victim's fault and that no one should give in to being bullied know what assertiveness means and how being assertive can reduce bullying know of ways of how to act in bullying situations review the anti-bullying rules of the class created during the school year commit to following the rules next year
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 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 	

YEAR 5/6 Cycle A – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> 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 	Unit 2 – lessons 1-4 <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment understand that being alone is different from being together and that both of them are important understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour understand what interpersonal communication is and what problems it might present define and identify social groups and the characteristics of communication in a group. Understand that group pressure can lead to people behaving in a manner they don't want to Understand that in a social group people have different roles and that the group itself contributes to defining these roles Know how to join a group and include others Reflect on what kind of group the class is Know what bullying is, including the different forms, and how common it is know that at this school bullying will not be tolerated and will be dealt with immediately know how to report bullying and how it will be tackled
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and 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 ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 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 	

		<ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	<ul style="list-style-type: none"> understand the concepts of: hidden bullying; mixed messages; cyberbullying know ways of protecting themselves from online bullying.
Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> 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 	Unit 2 – Lessons 5-7: <ul style="list-style-type: none"> understand what bullying may feel like know the consequences of bullying understand that being bullied might affect a person's life even after many years reflect on the well-being of the class as a group and the possible changes that have taken place reflect on: their own attitudes towards bullying, and the attitudes of others; how people may act contrary to their attitudes due to peer or group pressure; the roles in bullying situations; their own behaviour during a bullying situation identify ways to support the victim of bullying understand that even small gestures or actions can help a victim of bullying reflect on and role play different ways of behaving in a bullying situation
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career 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 	

Summer — Health and wellbeing	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • 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 	Unit 2 – Lessons 8-10 <ul style="list-style-type: none"> • know: what to do if they get bullied; what assertiveness is; what happens in school if a teacher finds out that someone is getting bullied; that it may feel difficult to tell anyone about bullying. • Revise the anti-bullying rules created throughout the year • Reflect on what the rules mean in their class • Reflect on what the class could do in the future to further reduce/eradicate bullying • Know the consequences for breaking the rules • Reflect on how the situation in the class has changed and how others experience it • Reflect on how they contributed to the change or the fact that the situation has remained the same
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> • 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 	
	TAUGHT EVERY YEAR TO YEAR 5 PUPILS ONLY Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> • 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 	

	<p>*TAUGHT EVERY YEAR TO YEAR 6 PUPILS ONLY*</p> <p>Growing and changing Human reproduction and birth</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • 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 contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	

¹ 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

YEAR 5/6 Cycle B – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved 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 	Unit 2 – lessons 1-4 <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment understand that being alone is different from being together and that both of them are important understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour understand what interpersonal communication is and what problems it might present define and identify social groups and the characteristics of communication in a group. Understand that group pressure can lead to people behaving in a manner they don't want to Understand that in a social group people have different roles and that the group itself contributes to defining these roles Know how to join a group and include others Reflect on what kind of group the class is Know what bullying is, including the different forms, and how common it is know that at this school bullying will not be tolerated and will be dealt with immediately know how to report bullying and how it will be tackled understand the concepts of: hidden bullying; mixed messages; cyberbullying
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> 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 Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements 	

			<ul style="list-style-type: none"> • know ways of protecting themselves from online bullying.
Spring — Living in the wider world	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • 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 	<p>Unit 2 – Lessons 5-7:</p> <ul style="list-style-type: none"> • understand what bullying may feel like • know the consequences of bullying • understand that being bullied might affect a person’s life even after many years • reflect on the well-being of the class as a group and the possible changes that have taken place • reflect on: their own attitudes towards bullying, and the attitudes of others; how people may act contrary to their attitudes due to peer or group pressure; the roles in bullying situations; their own behaviour during a bullying situation • identify ways to support the victim of bullying • understand that even small gestures or actions can help a victim of bullying

<p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	
<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • 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 	

<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	
<p>Growing and changing</p> <p>Increasing independence; managing</p>	

- 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

- 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

- Unit 2 – Lessons 8-10
- know: what to do if they get bullied; what assertiveness is; what happens in school if a teacher finds out that someone is getting bullied; that it may feel difficult to tell anyone about bullying.
 - Revise the anti-bullying rules created throughout the year
 - Reflect on what the rules mean in their class
 - Reflect on what the class could do in the future to further reduce/eradicate bullying
 - Know the consequences for breaking the rules
 - Reflect on how the situation in the class has changed and how others experience it
- Reflect on how they contributed to the change or the fact that the situation has remained the same

	Transitions	<ul style="list-style-type: none">• about how relationships may change as they grow up or move to secondary school	
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Summer — Health and wellbeing	PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school 	
	TAUGHT EVERY YEAR TO YEAR 5 PUPILS ONLY Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> 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 	
	TAUGHT EVERY YEAR TO YEAR 6 PUPILS ONLY Growing and changing Human reproduction and birth PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults 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 contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life 	
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	<ul style="list-style-type: none"> 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/ 	

		<p>images online</p> <ul style="list-style-type: none"> • 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 	
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² 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.