

# St Andrew's CE Primary School Personal, Social, Health Education Programme of Study

**PSHE**  
Association



During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

Our PHSE curriculum is taken from the PHSE Association which has been developed to follow the three main strands of: Health and Wellbeing, Relationships and Living in the Wider World. Having taken advice from the PSHE Foundation on mixed aged classes, it was suggested that a cyclic approach would be most beneficial. Common themes are addressed in each class, adapted and differentiated to meet the needs of each cohort. Circle time, assemblies, and additional PHSE sessions are planned for, to address any issues that may arise within the school or wider community during the school year. Within the school's wider approach to PHSE, issues such as bullying are taught explicitly and are part of the school's culture and ethos. Links are made within the computing curriculum around elements such as cyber-bullying, e-safety and influence of the media.

## **RSE**

From September 2020, the teaching of RSE (Relationships and Sex Education) became a compulsory component to teach within primary schools. The government has stated that *'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.'* Here at St Andrew's, we follow the Respect Yourself programme developed by Shropshire Council, which provides an in-depth overview of issues such as relationships and sex education.

This prepares the children for the changes they may experience and allows them to move on to secondary with a better understanding of RSE.



## St Andrew's CE Primary School PHSE Knowledge Progression

<b>Core theme 1 – Health and wellbeing</b>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p>Pupils should have the opportunity to learn:</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H8. about the process of growing from young to old and how people's needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

**Core theme 2 – Relationships**

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p> <p>R15. to recognise and manage ‘dares’</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>

**Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)**

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>

<p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>RUBIES</b>					
<b>A</b>	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?
<b>B</b>	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?
	<b>EMERALDS</b>					
<b>A</b>	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?
<b>B</b>	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?
	<b>DIAMONDS</b>					
<b>A</b>	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?
<b>B</b>	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?	

Autumn	Spring	Summer
<b>RUBIES</b>		
<b>Respect Yourself:</b> Think good feel good - Recognising feelings	<b>Respect Yourself:</b> Eat better, move more	<b>Respect Yourself:</b> Relationship and sex education Changes
<b>EMERALDS</b>		
<b>Respect Yourself:</b> Think good feel good - Recognising feelings	<b>Respect Yourself:</b> Eat better, move more	<b>Respect Yourself:</b> Relationship and sex education Changes
<b>DIAMONDS</b>		
<b>Respect Yourself:</b> Think good feel good - Recognising feelings	<b>Respect Yourself:</b> Eat better, move more	<b>Respect Yourself:</b> Relationship and sex education Changes  <b>Respect Yourself:</b> Transition programme (Y6)

## Rubies Year A — MEDIUM-TERM OVERVIEW

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 is the same and different about us?	<b>Relationships</b>  Ourselves and others; similarities and differences; individuality; our bodies  PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> <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>	
<b>Autumn 2</b>  Who is special to us?	<b>Relationships</b>  Ourselves and others; people who care for us; groups we belong to; families  PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <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> <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>	
<b>Spring 1</b>  What helps us stay healthy?	<b>Health and wellbeing</b>  Being healthy; hygiene; medicines; people who help us with health  PoS refs: H1, H5, H6, H7, H10, H37	<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> </ul>	

		<ul style="list-style-type: none"> <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>	
<b>Spring 2</b> What can we do with money?	<b>Living in the wider world</b> Money; making choices; needs and wants  PoS refs: L10, L11, L12, L13	<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>	
<b>Summer 1</b> Who helps to keep us safe?	<b>Health and wellbeing</b> Keeping safe; people who help us  PoS refs: H33, H35, H36, R15, R20, L5	<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 until they are heard</li> <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>	
<b>Summer 2</b> How can we look after each other and the world?	<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, L2, L3	<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>	



# Rubies Year B — MEDIUM-TERM OVERVIEW

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>	
<b>Autumn 2</b> What is bullying?	<b>Relationships</b> Behaviour; bullying; words and actions; respect for others  PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <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>	
<b>Spring 1</b> What jobs do people do?	<b>Living in the wider world</b> People and jobs; money; role of the internet  PoS refs: L15, L16, L17, L7, L8	<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><b>Spring 2</b></p> <p>What helps us to stay safe?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <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><b>Summer 1</b></p> <p>What can help us grow and stay healthy?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <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><b>Summer 2</b></p> <p>How do we recognise our feelings?</p>	<p><b>Health and wellbeing</b></p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> <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>	

# Emeralds Year A — MEDIUM-TERM OVERVIEW

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>	
<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  PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<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> <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> </ul>	

- what to do in an emergency, including calling for help and speaking to the emergency services

<p><b>Spring 1</b></p> <p>What are families like?</p>	<p><b>Relationships</b></p> <p>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><b>Spring 2</b></p> <p>What makes a community?</p>	<p><b>Living in the wider world</b></p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> <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</li> </ul>	
<p><b>Summer 1</b></p> <p>Why should we eat well and look after our teeth?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <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><b>Summer 2</b></p> <p>Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"><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>	
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# Emeralds MEDIUM-TERM OVERVIEW

## Year B —

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>	
<b>Autumn 2</b> How do we treat each other with respect?	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights  PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> <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) – howto report concerns</li> </ul>	

\* 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><b>Spring 2</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><b>Summer 1</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><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>	
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# Diamonds MEDIUM-TERM OVERVIEW

## Year A —

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>	
<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 want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <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>	
<b>Spring 1</b>  How can we help in an	<b>Health and wellbeing</b>  Basic first aid, accidents, dealing with emergencies	<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</li> </ul>	

accident or  
emergency?

PoS refs: H43, H44

be moved

- when it is appropriate to use first aid and the importance of seeking adult help

		<ul style="list-style-type: none"> <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>	
<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><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>	
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# Diamonds Year B — MEDIUM-TERM OVERVIEW

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 of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> </ul> </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</li> </ul>	

managed with the right strategies and support



		<ul style="list-style-type: none"> <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><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> <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>	

<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

<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>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• 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</li> </ul>	
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<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.