

PRIMARY PSHE EDUCATION: BLOCK OVERVIEW

	Block 1	B2	B3	B4	B5
Topic	Families and Friendships	Safe relationships. Safeguarding (PANTS).	Respecting ourselves and Others; Belonging to a community	Media literacy and digital resilience; Money and careers .	Growing and Changing (RSE) Physical health and Mental wellbeing
Y1+ Y2	Roles of different people, families, feeling cared for.	Healthy Friendship. PANTS	valuing diversity; Anti-bullying; learning about kind and unkind behaviour	Explore safe viewing choices;	What makes us unique and special; managing feelings; Growing older; naming body parts;
Y3+ Y4	Friendships: how and why these may change. Keeping secrets. Making new Friendships.	Safe relationships/ consent. PANTS	valuing diversity; belonging and inclusion in the community Anti-bullying;	Media literacy and digital resilience; Money and careers .	Health choices and habits; what affects feelings; expressing feelings; Personal strengths and achievements; managing and reframing setbacks
Y5	Managing friendships and peer influence.	Safe relationships/ consent. PANTS	valuing diversity; belonging and inclusion in the community Anti-bullying;	Media literacy and digital resilience; Money and careers .	Growing Up – RSE Puberty; Human reproduction and birth; different types of relationships.
Y6	Managing friendships, positive friendships, including online; Changing and ending friendships.	Belonging to a community- projects. Safe relationships/ consent. PANTS	valuing diversity; belonging and inclusion in the community Anti-bullying;	Media literacy and digital resilience; Money and careers .	Keeping safe Keeping personal information safe (including online); regulations and choices;

Note: For Block 6 and Block 7, the schemes of work will be updated at the start of Term 3.

YEAR 1 and YEAR 2 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Term	Topic	In this unit of work, pupils learn... (LO)
Term 1	<p>Block 1 Families and friendships Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5 R23</p>	<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 • R23. to recognise the ways in which they are the same and different to others
	<p>B1 W1+ W2</p>	<ul style="list-style-type: none"> • What makes a family?
	<p>B1 W3+ W4</p>	<ul style="list-style-type: none"> • Different families
	<p>B1 W4/5</p>	<ul style="list-style-type: none"> • What makes a good friend
	<p>BLOCK 2</p>	

<p>W1+W2</p> <p>friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24</p>	<p>how to be a good friend, e.g. kindness, listening, honesty</p> <ul style="list-style-type: none"> • 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
<p>W3+W4</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17</p>	<p>about situations when someone's body or feelings might be hurt and whom to go to for help</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • how to ask for and give/not give permission
<p>Block 3 (6 weeks)</p>	
<p>W1</p> <p>Celebrating diversity; Odd Socks Day</p> <p>To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • To understand how everyone is unique and embrace diversity • identify some causes of arguments between friends • demonstrate strategies for positive play with friends • explain some ways to positively resolve arguments between friends • recognise and ask for help when they are feeling lonely or unhappy, and how to help someone else
<p>W2 Odd Socks Day Monday 13th November Celebrating diversity; importance of individuality, acceptance and tolerance. Pos Refs: L6 Anti-Bullying Week 13th-17th November</p>	<ul style="list-style-type: none"> • To understand how everyone is unique and embrace diversity • recognise kind behaviour at school or at home • describe how unkind behaviour can make people feel • recognise that feelings can affect how people behave • explain what to do and whom to tell, if they see or experience unkind behaviour (including bullying).
<p>W3-W6 To learn about kind behaviour and what to do if they witness unkind behaviour Pos Refs: R11, R21, R22, R23, R24, R25</p>	<ul style="list-style-type: none"> • recognise kind behaviour at school or at home • describe how unkind behaviour can make people feel • recognise that feelings can affect how people behave • explain what to do and whom to tell, if they see or experience unkind behaviour (including bullying).

	Block 4 (4 weeks)	
	W1-4 Media literacy and Digital resilience Safe viewing choices; The internet in everyday life; online content and information PoS Refs: L8, L9	the ways in which people can access the internet e.g. phones, tablets, computers <ul style="list-style-type: none"> • to recognise the purpose and value of the internet in everyday life • 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
	Block 5 (6 weeks)	
	W1/W2 Continue on areas of online safety (Block 4)	
	W3-W6 Growing up- the Human cycle -Learning about how we change as we grow Key words: grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle PoS Refs: H25, H26 - Recognising what makes them unique and special Key words: Different, dislikes, features, identity, individual, likes, personality, skills, special, talents, qualities, unique PoS Refs:H21, H22, H23, H24,	<ul style="list-style-type: none"> • recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time. • describe what changes when people grow from young to old. • identify ways children our age might be more independent now than when they were younger <ul style="list-style-type: none"> • recognise individual features and attributes • identify their interests, likes and dislikes • recognise that everyone is good at something and identify what they are good at • describe what makes them special

YEAR 3/4/5 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Term	Topic	In this unit of work, pupils learn...
Term	Block 1 Families and friendships Managing friendships and peer influence PoS Refs: R1, R10, R11, R13, R14, R15, R16, R17, R20, R22, R27, R29	<ul style="list-style-type: none"> to recognise that there are different types of relationships about the importance of friendships; strategies for building positive and healthy friendships; how positive friendships support wellbeing what constitutes a positive healthy friendship including online the importance of seeking support if feeling lonely or excluded managing peer influence how friendships can change over time strategies to respond to hurtful behaviour about privacy and personal boundaries about keeping something confidential or secret where to get advice and report concerns if worried about their own or someone else's personal safety
	B1 W1	<ul style="list-style-type: none"> Co-constructing ground rules & meeting 'Our Class'
	B1 W2+3	<ul style="list-style-type: none"> How and Why Friendships Change
	B1 W4/5	<ul style="list-style-type: none"> When should you keep a secret and what makes a good friendship

YEAR 3/4/5 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Term	Topic	In this unit of work, pupils learn...
	Block 2 W1-W3 Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	What is appropriate to share with friends, classmates, family and wider social groups including online <ul style="list-style-type: none"> 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
	B2 W3/W4 Safeguarding- child abuse (PANTS) Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations <ul style="list-style-type: none"> 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

<p>BLOCK 3 (6 weeks)</p>	<p>YEAR 3/4/5</p>
<p>W1 and W2 Odd Socks Day Monday 13th November Celebrating diversity; importance of individuality, acceptance and tolerance. Pos Refs: L6, L7.L8, R32 Anti-Bullying Week 13th-17th November Pos Ref: L10, R19, R20, R30, R31</p>	<ul style="list-style-type: none"> • To understand how everyone is unique and embrace diversity <ul style="list-style-type: none"> • To be able to define Bullying • that personal behaviour can affect other people; to recognise and model respectful behaviour, including online • To recognise the difference between banter and bullying • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • what to do and whom to tell if they see or experience bullying or hurtful behaviour
<p>YEAR 3 and 4 (for Y5 see the Y6 planning below)</p>	
<p>W3+W4 Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30,R31.....</p>	<p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <ul style="list-style-type: none"> • 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
<p>W5+6 Belonging to a community What makes a community; shared Responsibilities PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
<p>BLOCK 4 (4.5 weeks)</p> <p>YEAR 3 and 4 (for Y5 see the Y6 planning below)</p>	
<p>Week 1 and 2 Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • 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
<p>W3 and W4 Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12 How data is shared and used PoS Refs: L13, L14</p>	<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 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 • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things

	BLOCK 5 (6 weeks)	YEAR 3
	W1-W2 Growing and changing - personal identity and how people express their identity PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> • identify a range of factors that can contribute to a person's identity • describe ways people may express their identity and individuality • recognise individuality by identifying personal qualities and interests • explain how recognising personal qualities can develop a sense of self-worth
	W3-W4 Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
		YEAR 4 (for Y5 see the Y6 planning below)
	W1-W6 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 different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good • about ways of expressing feelings and emotions and why this is important • about the impact of different life changes, and strategies for dealing with grief • about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotions

YEAR 6 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Term	Topic	In this unit of work, pupils learn...
	Block 1 Families and friendships Managing friendships, positive friendships, including online; Changing and ending friendships. 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. exitstrategies, 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

B1 W1+ W2	<ul style="list-style-type: none"> • Changing and ending friendships;
B1 W3 L2	<ul style="list-style-type: none"> • Healthy Online friendships
W 4/5 L3	<ul style="list-style-type: none"> • Hurtful Behaviour
BLOCK 2 (4 weeks)	
<p>W1 +W2 (presentation) Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19</p> <p>Wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> - Safe and fair play during playtime; game rules - the meaning and benefits of living in a school community - how to show compassion towards others in need and the shared responsibilities of caring for them - how to look after the environment in our community • 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
<p>B2 W3/W4 Safeguarding- child abuse (PANTS) Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29</p>	<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> • 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
BLOCK 3 (6 weeks)	
YEAR 6 (see Y5 planning above with Y3/Y4/Y5)	
<p>W1 and W2 Odd Socks Day Monday 13th November Celebrating diversity; importance of individuality, acceptance and tolerance. Pos Refs: L6, L7.L8, R32 Anti-Bullying Week 13th-17th November Pos Ref: L10, R19, R20, R30, R31</p>	<ul style="list-style-type: none"> • To understand how everyone is unique and embrace diversity • To be able to define Bullying • that personal behaviour can affect other people; to recognise and model respectful behaviour, including online • To recognise the difference between banter and bullying • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • what to do and whom to tell if they see or experience bullying or hurtful behaviour
<p>W3-6</p> <p>Belonging/Inclusion</p> <p>Different people's feelings about what it means to belong How we can help ourselves in new situations</p>	<p>By the end of the lesson, children will be able to:</p> <ul style="list-style-type: none"> • Give a range of ideas to describe what 'belonging' may mean to different people • Describe some of the difficulties people may face when they move to a new place • Explain things they could do to manage being in a new situation • Describe some ways they can be sensitive and kind towards someone who is new to their school – identifying personal skills and improvements that can be made to the environment

<p>How we can help others in new situations – including our interactions and improving the environment</p> <p>Pos Refs: KS2 Health and Wellbeing: H16, H24, H36 KS2 Relationships: R10, R13, R14, R20, R21, R31, R32, R33, R34 KS2 Living in the Wider World: L2, L4, L6, L7, L8, L9, L10</p>	<ul style="list-style-type: none"> Recognise that people can belong to different places and groups
<p>BLOCK 4 (4.5 weeks)</p>	<p>YEAR 5 and 6</p>
<p>W1-W2 Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32</p>	<p>to identify jobs that they might like to do in the future</p> <ul style="list-style-type: none"> 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
<p>W3-W4 Digital resilience How the internet is used; assessing information online; PoS Refs: L11, L12</p> <p>What makes different media choices healthy or not- finding the balance.</p> <p>How data is shared and used. PoS Refs: L13, L14</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Identify the reasons why people share information about themselves online. Explain the difference between private and personal information. Explain why it is risky to share private information online. to evaluate whether a game is suitable to play or a website is appropriate for their age-group Define "social interaction" and give an example. Describe the positives and negatives of social interaction in online games. <p>Year 6:</p> <ul style="list-style-type: none"> How the internet can be used positively for leisure, for school and for work Consider what "media balance" means and how it applies to them. Create a personalised plan for healthy and balanced media use. To recognise that organisations can use personal information to encourage people to buy things Define "the curiosity gap". Explain how clickbait uses the curiosity gap to get your attention. Use strategies for avoiding clickbait.

<p>BLOCK 5 (6 weeks)</p>	<p>YEAR 5</p>
<p>Growing Up - RSHE- Relationship, sex and health education</p> <p>Puberty</p> <p>Human reproduction and birth</p> <p>Keeping safe</p> <p>Healthy relationships</p> <p>Peer pressure and consent</p> <p>Pos Refs: H30, H31, H32, R22, R25, R26, R27, R28, R29</p>	<ul style="list-style-type: none"> - use scientific vocabulary when talking about the human body, to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Puberty - be able to discuss the changes my body will go through and knowing what to expect; to understand how hormones affect the changes of body during puberty; to explain how to look after my changing body. • to explain why both a male and a female body are needed in human reproduction; to explain what is needed to make a baby; learn about different stages of birth for a fetus and how babies are born. • talk about the first year of a life of a baby; to understand the key developments in the first years of childhood. • Keeping safe: name body parts and know which parts should be private; know the difference between appropriate and inappropriate touch, understand that they have the right to say“no” to unwanted touch; start thinking about who they trust and who they can talk to or ask for help. • Relationships: describe different types of relationships; understand what diversity and inclusion mean and can give examples; describe what healthy/positive relationships look like. • Peer Pressure and Consent: to know what ‘personal boundaries’ are, including online, I know what ‘consent’ means and how to give/receive it, understand the connection between peer pressure and consent.
<p>BLOCK 5 (6 weeks)</p>	<p>YEAR 6</p>
<p>Keeping safe Keeping personal information safe (including online); regulations and choices (what is safe to watch) and social media influences.</p> <p>H1,2,6,7,10,11,13</p> <p>R 7,10,12,14,15</p> <p>L1,2,7,8,17,18</p>	<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/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about