

## Friars Primary School and Nursery PSHE Scheme of work

	Autumn:			Spring:			Summer:		
	Belonging to a community	Money and work	Respecting ourselves and others	Media literacy and digital resilience	Physical health and Mental wellbeing	Keeping safe	Safe relationships	Families and friendships	Growing and changing
Year 1	What rules are, caring for others' needs, looking after the environment.	Strengths and Interests, jobs in the Community.	How behaviour affects others, being polite and respectful.	Using the internet and digital devices, communicating online.	Keeping healthy, food and exercise, hygiene routines, sun safety.	How rules and age restrictions help us, keeping safe online	Recognising privacy, staying safe, seeking permission.	Roles of different People, families, feeling cared for.	Recognising what makes them unique and special, feelings, managing when things go wrong.
Year 2	Belonging to a group, roles and responsibilities, being the same and different in the community.	What money is, needs and wants, looking after money	Recognising things in common and differences, playing and working cooperatively, sharing opinions, recognising hurtful behaviour.	The internet in everyday life, online content and information.	Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help.	Safety in different Environments, risk and safety at home, emergencies.	Managing secrets, resisting pressure and getting help.	Making friends, feeling lonely and getting help.	Growing older, naming body parts, moving class or year.
Year 3	The value of rules and laws, rights, freedoms and responsibilities.	Different jobs and Skills, job stereotypes, setting personal goals.	Recognising respectful behaviour, the importance of self-respect, courtesy and being polite, the impact of hurtful behaviour	How the internet is used, assessing information online.	Health choices and habits, what affects feelings, expressing feelings.	Risks and hazards, safety in the local environment and unfamiliar places.	Personal boundaries, safely responding to others.	What makes a family, features of family life.	Personal strengths and achievements, managing and reframing setbacks.
Year 4	What makes a community, shared responsibilities.	Making decisions about money, using and keeping money safe.	Respecting differences and similarities, discussing difference sensitively, responding to hurtful behaviour;	How data is shared and used.	Maintaining a balanced lifestyle, oral hygiene and dental care.	Medicines and household products, drugs common to everyday life.	Managing confidentiality, recognising risks online.	Positive friendships, including online.	Personal identity, recognising individuality and different qualities, mental wellbeing.
Year 5	Protecting the environment, compassion towards others.	Identifying job interests and aspirations, what influences career choices, workplace stereotypes.	Responding respectfully to a wide range of people, recognising prejudice and discrimination.	How information online is targeted, different media types, their role and impact.	Healthy sleep Habits, sun safety, medicines, vaccinations, immunisations and allergies.	Keeping safe in different situations, including responding in emergencies, first aid.	Physical contact and feeling safe,	Managing friendships and peer Influence.	Physical and emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty.
Year 6	Valuing diversity, challenging discrimination and stereotypes.	<b>Media literacy and digital resilience</b> Evaluating media source, sharing things online.	Expressing opinions and respecting other points of view, including discussing topical issues.	<b>Keeping safe</b> Keeping personal information safe, regulations and choices, drug use and the law, drug use and the media.	What affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online.	<b>Safe relationships</b> consent in different situations.	<b>Families and friendships.</b> Attraction to others, romantic relationships, civil partnership and marriage.	<b>Risk Avert</b> Recognising and managing pressure.	Human reproduction and birth, increasing independence, managing transitions.

## Friars Primary School and Nursery PSHE Scheme of work

YEAR 1 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn</b>	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment  PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	
	<b>Money and Work</b> Strengths and interests; jobs in the Community  PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful  PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out of school</li> <li>• How kind and unkind behaviour can make people feel</li> <li>• About what respect means</li> <li>• About class rules, being polite to others, sharing and taking turns.</li> </ul>	Anti-bullying week resources.
<b>Spring</b>	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online  PoS Refs: L7, L8	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety  PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	<b>Yasmin and Tom – Keeping clean and taking care of myself</b>  Healthy eating sugar powerpoint
	<b>Keeping safe</b> How rules and age restrictions help us; keeping safe online	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> </ul>	Thinkuknow: Jessie and Friends – watching videos

## Friars Primary School and Nursery PSHE Scheme of work

	PoS Refs: H28, H34	<ul style="list-style-type: none"> <li>whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	
<b>Summer</b>	<p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	NSPCC – The underwear rule resources (PANTS)
	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<p><b>Yasmin and Tom – different families</b></p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>Relationships – Our Special people powerpoint</p> <p>Metro charity KS1 Love and respectful Relationships</p> <p><b>Books:</b> And Tango makes 3 What if we were all the same? The great big book of families.</p>
	<p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others</li> <li>how feelings can affect how people behave</li> </ul>	PSHE Association – Mental health and wellbeing lessons (KS1)

## Friars Primary School and Nursery PSHE Scheme of work

YEAR 2 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn</b>	<p><b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' powerpoint</p>
	<p><b>Money and Work</b> What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	
	<p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions recognising hurtful behaviour</p> <p>PoS Refs: R23, R24, R25, R11, R12</p>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> </ul>	<p><b>Yasmin and Tom – My brilliant body</b></p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' powerpoint</p> <p>Anti-bullying week resources</p>
	<p><b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	
<b>Spring</b>			

## Friars Primary School and Nursery PSHE Scheme of work

	<p><b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Healthy eating – sugar powerpoint</p> <p>Healthy sleep powerpoint</p>
	<p><b>Keeping safe</b> 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"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• 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</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• 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</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• 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</li> </ul>	<p><b>Yasmin and Tom – Keeping safe</b></p> <p>Red Cross – Life. Live it ‘Stay safe’</p>
	<p><b>Safe relationships</b> Managing secrets; resisting pressure and getting help;</p> <p>PoS Refs:, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>Thinkuknow Jessie and Friends – sharing pictures</p>
<b>Summer</b>	<p><b>Families and friendships</b> Making friends; feeling lonely and getting Help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> </ul>	<p><b>Yasmin and Tom – friendships and feelings</b></p>

## Friars Primary School and Nursery PSHE Scheme of work

	<ul style="list-style-type: none"> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>Women's aid (age 5-6 lesson) – Friends, secrets and people who can help us.</p> <p>Womens' aid (age 7-8 lesson) Resolving conflict and where to get help.</p>
<p><b>Growing and changing</b>          Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	<p><b>Yasmin and Tom – Naming body parts</b></p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>NSPCC – you tube clip, children talking about 'pet names' for their private parts.</p> <p><b>Book:</b> The growing story.</p>



## Friars Primary School and Nursery PSHE Scheme of work

	PoS Refs: L11, L12	<ul style="list-style-type: none"> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	Google and Parent zone Be Internet Legends
	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p>Healthy eating – sugar powerpoint</p> <p>Healthy sleep habits powverpoint</p>
	<p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p><b>Yasmin and Tom – is it risky?</b></p> <p>PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</p>
<b>Summer</b>	<p><b>Safe relationships</b> Personal boundaries; safely responding to others</p> <p>PoS Refs: R22, R24, R30</p>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> </ul>	<p><b>Yasmin and Tom – My personal and private body parts and keeping safe</b></p> <p>Thinkuknow Play Like Share</p> <p>NSPCC Share Aware</p>

## Friars Primary School and Nursery PSHE Scheme of work

	<p><b>Families and friendships</b>                  What makes a family; features of family Life                   PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p>Anti-bullying week resources  <b>Yasmin and Tom – Families and getting on with our families</b>   <b>Books:</b>                  And Tango makes 3                  The great big book of families</p>
	<p><b>Growing and changing</b>                  Personal strengths and achievements; managing and reframing setbacks                   PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• 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</li> </ul>	<p><b>Yasmin and Tom – Me, myself and I</b>                   Premier League Primary Stars KS2 PSHE Self-esteem                   Premier League Primary Stars KS2 PSHE Inclusion</p>

## Friars Primary School and Nursery PSHE Scheme of work

YEAR 4 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn	<b>Belonging to a community</b> What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community  Compassionate class KS2 RSPCA
	<b>Money and Work</b> Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively Responding to hurtful behaviour;  PoS Refs: R20, R32, R33	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> </ul>	Premier League Primary Stars KS2 PSHE Diversity
	<b>Media literacy and Digital resilience</b> How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	Women’s aid (age 10-11 lesson) – My online identity.
Spring			

## Friars Primary School and Nursery PSHE Scheme of work

	<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p><b>Yasmin and Tom – body care</b></p> <p>Healthy eating – sugar powerpoint</p>
	<p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a ‘drug’</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	
Summer	<p><b>Safe relationships</b> managing confidentiality; recognising risks online PoS Refs: R23, R27, R28</p>	<ul style="list-style-type: none"> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>	<p><b>Yasmin and Tom – people who can help us on and off line</b></p> <p>Google and Parent zone Be Internet Legends</p>
	<p><b>Families and friendships</b> Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><b>Yasmin and Tom – What makes a good friend?</b></p> <p>NSPCC Share Aware</p> <p>Google and Parent zone Be Internet Legends</p>
	<p><b>Growing and changing</b> Personal identity; recognising</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> </ul>	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p>

## Friars Primary School and Nursery PSHE Scheme of work

	individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H27	<ul style="list-style-type: none"><li>• how to recognise, respect and express their individuality and personal qualities</li><li>• ways to boost their mood and improve emotional wellbeing</li><li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li></ul>	Premier League Primary Stars – Selfesteem/Resilience
--	---	--	---

## Friars Primary School and Nursery PSHE Scheme of work

<b>YEAR 5 — MEDIUM-TERM OVERVIEW</b>			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>S Autumn p</b>	<b>Belonging to a community</b> Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue  RSPCA compassionate class – plan(et) B
	<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	
	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• 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</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>	<b>Yasmin and Tom – on and offline friendships</b>  <b>Yasmin and Tom – Identity and prejudice (exclude section 8)</b>  <b>Yasmin and Tom – equality and the law</b>  Premier League Primary Stars-KS2 Behaviour/relationships Do the right Thing  Premier League Primary Stars KS2 PSHE Developing values Anti-bullying week resources
	<b>Media literacy and Digital resilience</b>	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain,</li> </ul>	Guardian foundation and National

## Friars Primary School and Nursery PSHE Scheme of work

	<p>How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p>	<p>inform, persuade or advertise</p> <ul style="list-style-type: none"> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	<p>Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6, Understanding news is targeted</p> <p>Google and Parent zone Be Internet Legends</p>
	<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p>The sleep Factor – powerpoint</p> <p>Healthy sleep habits powerpoint</p>
	<p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and PoS Refs: H38, H43, H44</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p>British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action</p> <p>PSHE Association and GambleAware -Lesson 1 Exploring risk</p>
<p><b>Summer</b></p>	<p><b>Safe relationships</b> Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29,</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• 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</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<p><b>Yasmin and Tom – Keeping safe and unsafe touch</b></p> <p><b>Yasmin and Tom – Friendships and secrets</b></p> <p><b>Yasmin and Tom – Getting help</b></p> <p><b>My body, my rules lesson plan – TBC</b></p>

## Friars Primary School and Nursery PSHE Scheme of work

		Women's aid (age 9-10 lesson) – Secrets and stories.
<p><b>Families and friendships</b> Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p><b>Yasmin and Tom – Friendships and pressure</b></p> <p><b>Yasmin and Tom – Keeping safe and unsafe touch (assertiveness whiteboard resource)</b></p> <p>Relationships – Our Special people powerpoint</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p>
<p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<p><b>Yasmin and Tom – Introducing Yasmin and Tom</b></p> <p><b>Yasmin and Tom – changes at puberty</b></p> <p><b>Yasmin and Tom – Periods</b></p> <p><b>Yasmin and Tom – Wet dreams and masturbation</b></p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5),</p> <p>'Puberty' Betty: It's perfectly natural</p> <p>PSHE association powerpoint.</p> <p><b>Book:</b> Hair in funny places by Babette Cole</p>

## Friars Primary School and Nursery PSHE Scheme of work

<b>YEAR 6 — MEDIUM-TERM OVERVIEW</b>			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn</b>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p>Premier League Primary Stars KS2 PSHE Diversity</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>Women's aid – (age 10-11 lesson) – Court room game</p>
	<p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p>NSPCC Share aware</p> <p>Childnet Trust me Y5/6 lesson 1 Online content</p> <p>Google and Parent zone Be Internet Legends Making choices about what to watch</p>
	<p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> </ul>	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p>

## Friars Primary School and Nursery PSHE Scheme of work

	PoS Refs: R30, R34	<ul style="list-style-type: none"> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	Anti-bullying week resources
Spring	<b>Keeping safe</b> 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"> <li>how to protect personal information online</li> <li>to identify potential risks of personal information being misused</li> <li>strategies for dealing with requests for personal information or images of themselves</li> <li>to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>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</li> <li>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>about the risks and effects of different drugs</li> <li>about the laws relating to drugs common to everyday life and illegal drugs</li> <li>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>about the organisations where people can get help and support concerning drug use</li> <li>how to ask for help if they have concerns about drug use</li> <li>about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<b>Yasmin and Tom – Keeping safe – on line images</b>  NSPCC Share aware  BBFC KS2 lessons Let’s watch a film! Making choices about what to watch  Childnet Trust me-Y5/6 Lesson 2 Online contact  Google and Parent zone Be Internet Legends
	<b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	<ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>positive strategies for managing feelings</li> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>identify where they and others can ask for help and support with mental wellbeing in and outside school</li> </ul>	PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)  Every mind matters powerpoint – sleep Every mind matters powerpoint – worries Every mind matters powerpoint - loneliness

## Friars Primary School and Nursery PSHE Scheme of work

		<ul style="list-style-type: none"> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<p>Public Health England Rise Above KS2 Social media</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news</p> <p>Every mind matters powerpoint – social media and well-being</p>
	<p><b>Safe relationships</b> consent in different situations PoS Refs: R26,</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p>NSPCC Making sense of relationships – healthy on line friendships</p> <p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p>
Summer	<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p>
	<p><b>Risk Avert</b> R28, R29 Recognising and managing pressure;</p>	<ul style="list-style-type: none"> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• the importance of asking for support from a trusted adult</li> </ul>	<p>Risk Avert programme</p>

## Friars Primary School and Nursery PSHE Scheme of work

		<ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> </ul>	
	<p><b>Growing and changing</b>            Human reproduction and birth;            increasing independence; managing transitions            PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p><b>Yasmin and Tom – Making babies, sexual intercourse</b></p> <p><b>Yasmin and Tom – Pregnancy and birth</b></p> <p>Medway Public Health Directorate            Primary RSE-KS2 Y6 Lesson 2            Puberty: Change and becoming independent            Lesson 4 How a baby is made</p> <p>NSPCC Making sense of relationships - Secondary school and Changing friendship</p> <p>Public Health England Rise Above</p> <p>PSHE association powerpoint – transition to secondary school</p> <p>Every mind matters powerpoint – transition to secondary school</p>

Relationships	Living in the wider world	Health and Wellbeing
---------------	---------------------------	----------------------