NORTH LANCING PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who am I?	What is safety?	How do I feel?	Where do I fit in?	What are worries?	Who do I know?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

EYFS — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 **Who am I?**	**Relationships**	• Adapting to school boundaries • Transition from nursery to school • Getting to know new children and adults • Trying new things
Autumn 2 **What is safety?**	**Health and wellbeing**	• Safety with fireworks • Morals of stories and their relation to self • Cooperative play with known friends • Becoming a class • Shoes & socks • Managing hygiene and personal needs
Spring 1 **How do I feel?**	**Health and wellbeing**	• Appropriate belongings for weather • Regulating emotions (four zones)
Spring 2 **Where do I fit in?**	**Living in the wider world**	• Safety out of school • Citizenship
Summer 1 **What are worries?**	**Relationships / Health and wellbeing**	• Beginning transition to Y1 • Regulating emotions • Controlling impulses
Summer 2 **Who do I know?**	**Relationships**	• Rainbow Fish – sharing • Transition

YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 What is the same and different about us?	**Relationships** Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	• what they like/dislike and are good at • what makes them special and how everyone has different strengths– • how their personal features or qualities are unique to them - similarities • how they are similar or different to others, and what they have in common • 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, changes in growth • Stereotypes of boys and girls	
Autumn 2 Who is special to us?	**Relationships** Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for (family kindness and special people) • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried • Coping with feelings and change	
Spring 1 What helps us stay healthy?	**Health and wellbeing** Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel (being healthy and active) • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy	

		• why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing	
Spring 2 What can we do with money?	**Living in the wider world** Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this • Sources of internet information / Identities online and offline/ Risks of sharing online (also covered in internet safety in computing)	
Summer 1 Who helps to keep us safe?	**Health and wellbeing** Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help;what to say • how to respond safely to adults they don't know • 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 • 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	
Summer 2 How can we look after each other and the world?	**Living in the wider world** Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively (fair and unfair/right nd wrong/rules) • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group • PANTS, private and privacy	

YEAR 2 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 What makes a good friend?	**Relationships** Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy • Worries and asking for help • Boys girls – stereotypes • Special People	
Autumn 2 What is bullying?	**Relationships** Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so • Worries and asking for help • Being safe in unfamiliar situations • Body Privacy – saying Yes or no	
Spring 1 What jobs do people do?	**Living in the wider world** People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life • Sources of internet information • Risks of sharing online (also covered in internet safety in computing) • Communicating with others online	

Spring 2 What helps us to stay safe?	**Health and wellbeing** Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	• 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) • 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 • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • 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	
Summer 1 What can help us grow and stay healthy?	**Health and wellbeing** Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun • Well, unwell and spread of germs (also covered in Science)	
Summer 2 How do we recognise our feelings?	**Health and wellbeing** Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	• how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • 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) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust (worries and asking for help) • how to recognise when they might need help with feelings and how to ask for help when they need it	

YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 How can we be a good friend?	**Relationships** Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel • uncomfortable or unsafe and how to ask for support • Pressure to share and dares • Personal boundaries and the right to privacy • Challenging the impact of feelings on self	
Autumn 2 What keeps us safe?	**Health and wellbeing** 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	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe – responsibility to be safe. • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • 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 • how to recognise and respond to pressure to do something that • makes them feel unsafe or uncomfortable (including online) • 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) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services	

Spring 1 What are families like?	**Relationships** Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	• 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 • Gender expectations • Early warning signs – saying yes or no secrets	
Spring 2 What makes a community?	**Living in the wider world** Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • Gender expectation (masculinity and femininity) • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them • Validity of information/online vs real worls/online profiles and appropriateness/knowing people online (cpvered in computer safety)	
Summer 1 Why should we eat well and look after our teeth?	**Health and wellbeing** Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	• how to eat a healthy diet and the benefits of nutritionally rich foods (habits and choices) • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care • Cleanliness germs and immunisation	
Summer 2 Why should we keep active and sleep well?	**Health and wellbeing** Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried • Managing time online • Influence on exercise and consequence of choice • Sleep and health	

YEAR 4 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 What strengths, skills and interests do we have ?	**Health and wellbeing** Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	• how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking • dealing with strong feelings • challenging the impact of feelings on self • pressure to share and dare	
Autumn 2 How do we treat each other with respect?	**Relationships** 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	• how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • 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)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns	
Spring 1 How can we manage our feelings?	**Health and wellbeing** Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings changing feelings • the media influence of masculinity and femininity • gender expectations	

Spring 2 How will we grow and change?	**Health and wellbeing** Growing and changing; puberty PoS refs: H31, H32, H34	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty sleep and health • healthier lifestyles – lifestyle choices • personal boundaries and the right to privacy • body privacy	
Summer 1 How can our choices make a difference to others and the environment?	**Living in the wider world** Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • 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) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way • making decisions, taking risks and influences • tobacco and smoking • everyday substances (inc caffine) • habits and choices	
Summer 2 How can we manage risk in different places?	**Health and wellbeing** Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	• how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage thisinfluence • how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage thisinfluence • how people's online actions can impact on other people (inc cyber bullying) • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online / managing time online. • how to report concerns, including about inappropriate online content and contact • 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 validity of information (covered in Computing) • identify parts of the reproductive system in males and females • understand the process of reproduction and birth • know the stages of human life cycle, including birth. • Identify the links between love, commited relationships/ marriage and conception • Identify how the sex parts relate to how a baby is made • Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • Explain in simple terms what is made by 'consenting'/'consent' • Explain what pregnancy means, how long it lasts and where is occurs **Added above– Relationships and conception(RSE) and Drugs and usage (PHWB)**	

YEAR 5 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 What makes up our identity?	**Health and wellbeing** Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) including; - Community and belonging • 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) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others – including - Gender expectations; - Media influences – masculinity and femininity • how to challenge stereotypes and assumptions about others including - Challenging the impact of feelings on self - Image and representation - Self Esteem	
Autumn 2 What decisions can people make with money?	**Living in the wider world** Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	• how people make decisions about spending and saving money • and what influences them including • how to keep track of money so people know how much they have to spend or save including (habits and choices) • 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) including • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions them including (Taking risks and influences)	

Spring 1 How can we help in an accident or emergency?	**Health and wellbeing** Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help including - Safety rules and laws - Making decisions, taking risks and influence - Responsibility to be safe • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services (Risk, hazard and emergency)	
Spring 2 How can friends communicate safely?	**Relationships** Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	• about the different types of relationships people have in their lives (Types of relationships (love and commitment), Dealing with strong feeling) • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face (Sharing online information/Online profiles and age appropriateness/ Cyberbullying and negative behaviours covered in computing safety) • how to recognise risk in relation to friendships and keeping safe 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 (Identities online and influence/ Online v real world) • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety (Changes in relationships, Pressure and uncertain feelings, Body Privacy)	
Summer 1 How can drugs common to everyday life affect health?	**Health and wellbeing** Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs	

Summer 2 What jobs would we like?	**Living in the wider world** Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university including - Learning and achievement how people choose a career/job and what influences their decision, including skills, interests and pay including - Gender expectations - Achievements and goals • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions including • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • Self esteem	

YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 & 2 How can we keep healthy as we grow?	**Health and wellbeing** 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	• how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help • change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • 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 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else[1] • Changes in relationships (when realtionships go wrong)	

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

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

Spring 1 & 2 How can the media influence people?	**Living the wider world** Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 • how text and images can be manipulated or invented; strategies to recognise this (Validity of information) • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it (pressure to share and dares) • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for theirage range (reality vs online) • managing time spent online • media influneces – masculinity and femininity • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impactit might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints	
Summer 1 & 2 What will change as we become more independent? How do friendships change as we grow?	**Relationships** Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	• that people have different kinds of relationships in their lives, including romantic or intimate relationships (relationships and conception) • 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 • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood (body changes) • about the reproductive organs and process - how babiesare conceived and born and how they need to be cared for • that there are ways to prevent a baby being made[2] • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships and relationships may change as they grow and how to manage this gender expectations • types of relationships – love and commitment • 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 • Early Warning signs, saying yes or no, secrets	