

Appendix 1

**Trinity & St. Michael's C of E and Methodist Voluntary Aided Primary School- adapted sequence of learning study.
March 2022**

Based on the Programme Builders Thematic Model from The PSHE Association.

**PROGRAMME BUILDERS FOR
PSHE EDUCATION**
KEY STAGES 1-2

PSHE
Association

	Relationships Education (covers statutory RHE)			Living in the wider world (there is some overlap with the statutory RHE especially, but not exclusively (*))			Health and Wellbeing Education (covers statutory RHE)		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	(*) Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission; naming body parts	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; Communicating Online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help; Solving friendship issues	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the Community	The internet in everyday life; online content and Information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and Responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality recognising risks online	Respecting differences & similarities; discussing difference sensitively	What makes a community; shared Responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; individuality; different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards Others	How information online is targeted; different media types, their role and Impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; Challenging discrimination and Stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

YEAR 1 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</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 	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>Metro charity KS1 Love and respectful relationships</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Different families (£)</p>
	<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R1 H25</p>	<ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) Use adapted Medway resources 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>Primary RSE Lessons (KS1), Lesson 3, 'Everybody’s body'</p> <p>1 decision (5-8)-Relationships (£)</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)</p>
	<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>POS Ref R21, R22</p>	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means 	
Living in the wider world	<p>Belonging to a community</p> <p>What rules are; caring for others’ needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	<p>1 decision (5-8)-Being responsible (£)</p> <p>Alzheimer’s Society -Creating a dementia-friendly generation (KS1)</p> <p>Experian - Values, Money and Me (KS1)</p>

Living in the wider world	<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	
	<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do- all people can make valuable contributions to society 	
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>1 decision (5-8) -Keeping/staying healthy (£)</p> <p>FPA – Growing up with Yasmine and Tom (5-7). Keeping clean and taking care of myself (£)</p> <p>PSHE Association - Dental Health</p>
	<p>Growing and changing</p> <p>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"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how people are similar/different • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8)-Feelings and emotions (£)</p>

Keeping safe

How rules and age restrictions help us;
keeping safe online

PoS Refs: H28, H34

- how rules can help to keep us safe
- why some things have age restrictions, e.g. TV and film, games, toys or play areas
- basic rules for keeping safe online
- what to do if they see something online that makes them feel unhappy, worried, or scared

[Thinkuknow: Jessie and Friends](#)

[1 decision \(5-8\)-Computer safety/Hazard watch \(£\)](#)

YEAR 2 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy • howto help someone else 	<p>1 decision (5-8) - Relationships (£)</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)</p> <p>Select Medway Y3 FRIENDSHIP resources from: https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p>
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is, the different types of bullying and how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships (£)</p> <p>Thinkuknow Jessie and Friends</p>
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p>
	<p>Belonging to a community</p> <p>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"> • about being a part of different groups- the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p>

Living in the wider world	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in 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 	
	<p>Money and Work</p> <p>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"> about what money is and its different forms e.g. coins, notes and different ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	<p>1 decision (5-8)-Money matters (£)</p> <p>Experian - Values, Money and Me (KS1)</p>
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>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"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help how to help others with their feelings 	<p>PSHE Association - The Sleep Factor</p> <p>1 decision (5-8)-Keeping/staying healthy (£)</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) -Feelings & emotions (£)</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)</p> <p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2)</p>
	<p>Growing and changing</p> <p>Human lifecycles; transitioning to a new class and key stage; responsibilities and opportunities</p> <p>PoS Refs: H20, H26, H27</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	<p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)</p>

Keeping safe

Safety in different environments; risk and safety at home; emergencies; road safety

PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety, the need for smoke alarms and safe use of medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and the reasons for doing so
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

[Red Cross – Life. Live it 'Stay safe'](#)

[Islington Healthy Schools Team – DrugWise \(£\)](#)

[1 decision \(5-8\) -Keeping/staying safe \(£\)](#)

[PSHE Association – Drug and Alcohol Education \(Year 1-2\)](#)

YEAR 3 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships</p> <p>What makes a family; features of family Life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Coram Life Education – The Adoptables’ Schools Toolkit</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Families (£)</p>
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying & hurtful behaviour on the people involved about hurtful behaviour online, and the similarities/ differences compared with face-to-face behaviours what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>NSPCC Share Aware</p>
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others politely and how it feels the ways in which people show respect and courtesy in different cultures and in wider society 	<p>PremierLeaguePrimaryStars-KS2 Behaviour/relationships Do the right thing</p> <p>Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</p>

Living in the wider world	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there comes a corresponding responsibility e.g. the right to an education and the responsibility to learn 	
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</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 why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	Google and Parent zone Be Internet Legends
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>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 that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work 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 	FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£) LOUD! Network - Job skills, influences and goals
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>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"> 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 	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) 1 decision Keeping/staying healthy (£) 1 decision Feelings & emotions (£)

Health and wellbeing		<ul style="list-style-type: none"> the positive and negative impact of habits on a healthy lifestyle eg regular exercise, having too little sleep or eating too much sugar what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that have a positive and negative impact on their feelings strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change over time and become more or less powerful 	https://healthyschoolscp.org.uk/wp-content/uploads/2020/04/Yr-3-4-Lesson-1-Everyday-Feelings-Resources.pdf
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person’s identity how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	Premier League Primary Stars KS2 PSHE Self-esteem https://plprimarystars.com/resources/self-esteem Premier League Primary Stars KS2 PSHE Inclusion FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road (build on Y2 work), running in the playground, in the kitchen the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	PSHE Association and GambleAware KS2 Lesson 1 Exploring risk 1 decision Keeping/staying safe (£) PSHE Association – Drug and Alcohol Education (Year 3-4)

YEAR 4 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	<p>NSPCC Share Aware https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p> <p>Google and Parent zone Be Internet Legends https://parentzone.org.uk/rse</p> <p>FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)</p>
	<p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p>Google and Parent zone Be Internet Legends</p> <p>1 decision Computer safety (£)</p>
	<p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	<p>Premier League Primary Stars KS2 PSHE Diversity</p>

Living in the wider world	<p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p> <p>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>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community</p> <p>Compassionate class KS2 RSPCA</p> <p>Worcester University - Moving and moving home (KS2)</p> <p>Experian - Values, Money and Me (KS2)</p>
	<p>Media literacy and Digital resilience</p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can influence what information people access 	
	<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative impact on others e.g. charities, single use plastics 	<p>Experian - Values, Money and Me (KS2)</p>
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist how different foods and drinks can have an impact on dental health eg sugar, calcium & soft drinks 	<p>1 decision Keeping/staying healthy (£)</p> <p>PSHE Association - Dental Health</p>

Health and wellbeing	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including gender, family, faith, culture, hobbies, likes/dislikes • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>Metro charity KS2 Gender</p> <p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>Premier League Primary Stars – Self- esteem/ Resilience https://plprimarystars.com/resources/resilience</p> <p>https://plprimarystars.com/resources/home-learning-resilience</p>
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • the benefits of taking appropriate medicines prescribed by the doctor • about the impact that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can have on health and wellbeing • that all drugs, including medicines, may have side effects • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<p>Islington Healthy Schools Team – DrugWise (£)</p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4)</p>

YEAR 5 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<p>Premier League Primary Stars KS2 PSHE Inclusion https://plprimarystars.com/resources/inclusion</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Friendships and pressure (£)</p>
	<p>Safe relationships Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<p>FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</p>
	<p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and Discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 	<p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p>

		<ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	
Living in the wider world	<p>Belonging to a community Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> about resource allocation and the impact this has on individuals, communities and the environment eg funding for parks, waste collections, how charities can help individuals, schools and the community etc the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it can have a negative or positive impact on the environment to express their own opinions about their responsibility towards the environment 	<p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1 decision – Being responsible (£)</p> <p>Experian - Values, Money and Me (KS2)</p>
	<p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	<p>Guardian foundation and National 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>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people’s career opportunities about stereotyping in the workplace, its impact and how to challenge it that there are various routes into work e.g. college, apprenticeships, university, training 	<p>LOUD! Network - Job skills, influences and goals</p>
	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke 	<p>PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital– The sleep factor</p>

Health and wellbeing	PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can have a negative impact on health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines (it should be pointed out that some bacteria, including the good bacteria in our gut, are helpful and are needed for efficient digestion and good immune health – link to the importance of eating a varied diet covered in other years) • to recognise the shared responsibility of keeping a clean environment 	PSHE Association – Drug and Alcohol Education (Year 5-6)
	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and nocturnal seminal emission (wet dreams) • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural https://bettyeducation.com/teacher-notes/ 1 decision Growing and Changing (£) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services 	British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action PSHE Association and GambleAware -Lesson 1 Exploring risk

YEAR 6 — Sequence of Learning

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart eg gifts, letters, helpful gestures, supporting one another, listening etc • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal 	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p>
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe, that makes them feel worried, uncomfortable or is illegal • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations including online 	<p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)</p>
	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>PremierLeaguePrimaryStars-KS2 Behaviour/relationships Do the right thing</p>

<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	<p>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>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	<p>NSPCC Share aware</p> <p>Childnet Trust me Y5/6 lesson 1 Online content</p> <p>Google and Parent zone Be Internet Legends</p> <p>BBFC KS2 lessons Let's watch a film! Making choices about what to watch</p>
<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	<p>PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</p> <p>Experian - Values, Money and Me (KS2)</p>

Physical health and Mental wellbeing

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

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can have difficulties with their mental health and these difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can have an impact on mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)

[NSPCC Making sense of relationships](#)

[Public Health England Rise Above KS2 Social media](#)

[Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3](#)

[Managing feelings about the news](#)

Growing and changing

Human reproduction and birth; increasing independence; managing Transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this might feel
- about how relationships may change as they grow up or move to secondary school

[Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made](#)

PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. organising a homework timetable, the benefit of routines
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

[NSPCC Making sense of relationships - Secondary school and Changing friendship](#)

[Public Health England Rise Above KS2- Transition to secondary school](#)

[FPA – Growing up with Yasmine and Tom \(9-11\), Making babies \(£\)](#)

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- 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
- about the risks and impact of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs eg medicine, alcohol, nicotine
- to recognise why people choose to use/not use drugs, including nicotine, alcohol and medicines and also illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

[NSPCC Share aware](#)

[1 decision – Computer safety \(£\)](#)

[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](#)

[Islington Healthy Schools Team – DrugWise \(£\)](#)

[PSHE Association – Drug and Alcohol Education \(Year 5-6\)](#)