

Our World of Learning in PSHE

Love learning and inspire
each other to thrive in the
world.

**Language
and
Literacy**

**First
Hand
Learning**

**My
World
and Me**

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Whole School half termly theme linked to BGL	Autumn Term		Spring Term		Summer Term
	Autumn 1 Inspire Pride	Autumn 2 Be Big Hearted	Spring 1 Learn Without Limits	Spring 2 Discover the Possible	Summer 1 /Summer 2 Play Your Part
Curriculum coverage for Y1-Y6	Relationships <ul style="list-style-type: none"> - Respecting Ourselves and Others Families and Friendships - Safe Relationships 		Living in the Wider World <ul style="list-style-type: none"> - Belonging to a community - Media literacy and digital resilience - Money and work 		Health and Wellbeing <ul style="list-style-type: none"> - Physical health and Mental Wellbeing - Growing and changing - Keeping Safe
Additional Focus Days linked to BGL values and individual pupil needs at BGL	<ul style="list-style-type: none"> • WC 5th Sept - Introduce Learning Powers • WC 5th Sept - Super Learning Week: My World and Me • WC 5th Sept - Year 6 roles and responsibilities, School Council • WC 5th Sept - Year 4 Swimming • WC 19th Sept - Y2 Dress Up – Express Yourself • Neurodiversity ADHD awareness month • WC 3rd Oct – Harvest collection • WC 10th Oct – Let’s Go Sing • WC 17th Oct – Inter-faith Week • WC 17th Oct – Sparkly or Spooky disco • WC 7th Nov – Remembrance assembly/Poppy appeal in school • WC 14th Nov – kindness week/anti-bullying • WC 14th Nov – launch of Peer Recognition • WC 14th Nov – Grandparents Day • WC 5th Dec – Derian House “gingerbread” toy purchase 		<ul style="list-style-type: none"> • WC 23rd Jan - Bags 2 School • WC 6th Feb – Rock Kidz – Mental Health Awareness week • WC 6th Feb – Safer Internet • WC 6th Feb – Acts of Kindness afternoon tea • WC 20th Feb – History of the World Day • WC 13th March – Mother’s Day Shop and Mother’s day lunch. • WC 20th March - Neurodiversity week (guest speaker) • WC 20th March – DT exhibition • WC 27th March – Epilepsy awareness Purple quiz • WC 27th March – bake sale to raise money for Unicef 		<ul style="list-style-type: none"> • Sponsored activities during half-term – pupils to send in pictures of volunteering and sponsored activities. • WC 15th May – Healthy Week: Ninja Warrior, Intra competitions, Sports Day, Staff 10k to raise money for Derian House and Unicef, positive mind set workshops. • WC 22nd May – Poetry off by Heart competition • WC 22nd May – Careers Day/Grandad on Wheels • WC 22nd May – Assembly – the attitude of gratitude (include world sight day). • WC 12th June – Father’s Day shop • WC 10th July – BGL Summer Circus Big Top •
British Values and SMSC <small>Spiritual, moral, Social, Cultural Development</small>	Delivered Weekly through Picture News via class/key stage/whole school assembly and built into the fabric of the school and within everything that we teach and promote. See British Values and SMSC Policy.				

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		My Happy Mind - Session Title					
	Course Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	My Happy Mind for Early Years	<u>Module 1: Meet Your Brain</u> Various pintables and activities Parent Pack to be sent home at the end of the unit.	<u>Module 2: Celebrate</u> Various pintables and activities Parent Pack to be sent home at the end of the unit.	<u>Module 3: Appreciate</u> Various pintables and activities Parent Pack to be sent home at the end of the unit.	<u>Module 4: Relate</u> Various pintables and activities Parent Pack to be sent home at the end of the unit.	<u>Module 5: Engage</u> Various pintables and activities Parent Pack to be sent home at the end of the unit.	
Y1	My Happy Mind for Y1	<u>Module 2: Meet Your Brain</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 3: Celebrate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 4: Appreciate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3	<u>Module 5: Relate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3	<u>Module 6: Engage</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	Class charity/eco Project
Y2	My Happy Mind for Y2	<u>Module 2: Meet Your Brain</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 3: Celebrate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 4: Appreciate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3	<u>Module 5: Relate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3	<u>Module 6: Engage</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	
Y3	My Happy Mind for Y3	<u>Module 2: Meet Your Brain</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6	<u>Module 3: Celebrate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 4: Appreciate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 5: Relate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 6: Engage</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	
Y4	My Happy Mind for Y4	<u>Module 2: Meet Your Brain</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6	<u>Module 3: Celebrate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 4: Appreciate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 5: Relate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 6: Engage</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	
Y5	My Happy Mind for Y5	<u>Module 2: Meet Your Brain</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6	<u>Module 3: Celebrate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 4: Appreciate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<u>Module 5: Relate</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<u>Module 6: Engage</u> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	
Y6	Year 6 Transition	<u>Meet Your Brain</u> Meet Your Brain Lesson 1 Meet Your Brain Lesson 2 Meet Your Brain Lesson 3	<u>Celebrate</u> Celebrate Lesson 1 Celebrate Lesson 2 Celebrate Lesson 3	<u>Appreciate</u> Appreciate Lesson 1 Appreciate Lesson 2	<u>Relate</u> Relate Lesson 1 Relate Lesson 2	<u>Engage</u> Engage Lesson 1 Engage Lesson 2	

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	Autumn Term	Spring Term	Summer Term
Curriculum coverage	Relationships <ul style="list-style-type: none"> - Respecting Ourselves and Others - Families and Friendships - Safe Relationships 	Living in the Wider World <ul style="list-style-type: none"> - Belonging to a community - Media literacy and digital resilience - Money and work 	Physical Health and Mental Wellbeing <ul style="list-style-type: none"> - Physical health and Mental Well-being - Growing and changing - Keeping Safe
Year 1	<ul style="list-style-type: none"> • How behaviour affects others; being polite and respectful • Roles of different people; families; feeling cared for • Recognising privacy; staying safe; seeking permission 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Keeping Healthy; food and exercise; hygiene and routines; sun safety • Recognising what makes them unique and special; feelings; managing when things go wrong • To understand that children grow and change – baby, toddler, child, teenager, adult, elder • How rules and age restrictions help us; keeping safe online
Year 2	<ul style="list-style-type: none"> • Recognising things in common and differences; playing and working cooperatively; sharing opinions • Making friends; feeling lonely and getting help. • Managing secrets; resisting pressure and getting help; recognising hurtful behaviour 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. • Growing older; naming body parts; transition – moving class/year/key stage. • Safety in different environments; risks and safety at home; emergencies.
Year 3	<ul style="list-style-type: none"> • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite • What makes a family? Features of family life. • Personal boundaries; safely responding to others; the impact of hurtful behaviour. 	<ul style="list-style-type: none"> • The values 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. 	<ul style="list-style-type: none"> • Healthy choices and habits; what affects feelings; expressing feelings. • Personal strengths and achievements; managing and reframing setbacks. • Risks and hazards; safety in the local environment and unfamiliar places.
Year 4	<ul style="list-style-type: none"> • Respecting differences and similarities; discussing difference sensitively. • Positive friendships including online. • Responding to hurtful behaviour; managing confidentiality; recognising risks online. 	<ul style="list-style-type: none"> • What makes a community; shared responsibility • How data is used and shared online • Making decisions about money; using money and keeping money safe. 	<ul style="list-style-type: none"> • Managing a balanced lifestyle; oral hygiene and dental care. • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. • Medicines and household products; drugs common to everyday life.
Year 5	<ul style="list-style-type: none"> • Responding respectfully to a wide range of people; recognising prejudice and discrimination • Managing friendships and peer influence. • Physical contact and feeling safe. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies. • Personal identity, recognising individuality and different qualities; mental well-being • Keeping safe in different situations including responding in emergencies and first aid
Year 6	<ul style="list-style-type: none"> • Expressing opinions and respecting other points of view including discussing topical issues. • Attraction to others; romantic relationships; civil partnerships and marriage. • Recognising and managing pressure; consent in different situations. 	<ul style="list-style-type: none"> • Valuing diversity; challenging discriminations and stereotypes. • Evaluating media sources; sharing things online • Influences and attitudes to money; money and financial risks. 	<ul style="list-style-type: none"> • 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; regulation and choices; drug use and the law; drug use and the media.

Year 1 – MEDIUM TERM OVERVIEW – Autumn Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas	
Relationships - number of sessions approx. 6	Respecting Ourselves and Others - How behaviour affects others; being polite and respectful (1)	1. I understand about how to treat myself and others with respect; how to be polite and courteous.	<ul style="list-style-type: none"> To know about kind and unkind behaviour in and out of school. To know how kind and unkind behaviour can make people feel. To know what is meant by respect. 	Lesson 1: Class rules – whole class activity during first week back in September including rules for looking after peers, school environment/school resources Lesson 2: Discuss rules further including rules outside/at home. Lesson 3: Wash hand song https://www.youtube.com/watch?v=dDHJW4r3eIE	
		2. I know what rules are, why they are needed, and why different rules are needed for different situations.	<ol style="list-style-type: none"> To know about class and school rules – being polite, sharing, taking turns To know that there are different types of rules e.g. rules in the classroom, rules outside, rules at home. To know how we can look after our school and classroom I know about basic hygiene routines e.g. hand washing. . 		
		3. I can identify some simple hygiene routines that can stop germs from spreading.			
	Families and Friendships - Roles of different people; families; feeling cared for (3)	4. I understand that there are different types of families including those that may be different to my own. I can identify the common features of family life.	5. To know about people who care for me e.g. parents, grandparents, siblings, relatives, friends, teachers	<ol style="list-style-type: none"> To know about the roles of different people in my life and how they show care for me. What it means to be a family and how families are different e.e. single parent families, same sex parents. To know the importance of telling someone – and how to tell them – if I am worried about something with the people who care for me. 	Lesson 4: https://www.youtube.com/watch?v=UJmNy-AWwo And Tango Makes Three Read Aloud Books for Children - YouTube Every Kind of Family Powerpoint Lesson 5: All About My Family Activity Sheet Belonging In My Family Activity Sheet
		5. I understand that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried.			
	Safe Relationships - Recognising privacy; staying safe; seeking permission (2)	6. I recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private.	<ul style="list-style-type: none"> To know about situations when someone's body or feelings might be hurt and who to go to for help. To know what it means to keep something private, including parts of the body that are private. To know about different types of touch and how they make people feel (e.g. hugs, tickling, kisses, punches) To know how to respond if being touched makes me feel uncomfortable or unsafe. When it is important to ask for permission to touch others. To know how to ask for and give/not give permission. 	Lesson 6: NSPCC PANTOSAURUS 2017 SUBTITLED - YouTube NSPCC PANTS Lesson Plan NSPCC PANTS Teaching Guidance NSPCC PANTS Presentation PANTS resources for schools and teachers NSPCC Learning (including resources for parents) Lesson 7: https://www.youtube.com/watch?v=OltfXaBoCb4	
		7. I know that there are situations when I should ask for permission and also situations when my permission should be sought. I understand how to respond if physical contact makes me feel uncomfortable or unsafe.			

Year 1 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World number of sessions approx. 7	Belonging to a community - What rules are; caring for others; needs; looking after the environment (2/3)	<p><i>Other objectives in this section covered in Autumn Term – see above</i></p> <p>1. I can identify the things I can do to help look after my environment</p>	<p>1. To know how I can look after the environment e.g. recycling</p> <ul style="list-style-type: none"> 	<p>Lesson 1: Year 1 to do whole school “looking after our environment” challenge.</p> <p>Can Year 1 make signs for each class to remind children to:</p> <ul style="list-style-type: none"> - Put paper in the paper bin. - Close lights when out of the classroom. - Close taps in the toilets. <p>Maybe whole school assembly/or video reminder for the whole school which can be added to the school website. <i>Link to whole school focus on “Inspire Pride”</i></p>
	Media literacy and digital resilience - Using the internet and digital devices; communicating online (2)	<p>2. I understand about the role of the internet in everyday life.</p>	<ul style="list-style-type: none"> To know how and why people use internet. To know the benefits of using the internet and other digital devices. To know how people find things out and communicate safely with others online. 	<p>Lesson 2:</p> <p>https://www.youtube.com/watch?v=VBKa9Ay8ebs</p> <p>What is the Internet powerpoint</p> <p>Whole class discussion – pose the question “What is the internet?” at the start of the lesson – collate ideas on whole class sheet with teacher scribe – go through powerpoint/watch video – ask question again. Add children’s responses to original brainstorm in an alternate colour.</p>
		<p>3. I understand how the internet and digital devices can be used safely to find things out and to communicate with others.</p>	<ul style="list-style-type: none"> I understand about basic rules for staying safe online. I know who to tell if something online makes me feel unhappy, worried or scared. 	<p>Lesson 3: E-safety link to Safer Internet Day</p> <p>basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
	Money and work - Strengths and interests; jobs in the community (2)	<p>4. I understand the different jobs that people I know/people who work in the community do.</p> <p>5. I can identify some of the strengths and interests someone might need to do different jobs</p> <p>6. I understand the roles of people who help us to stay physically healthy (taken from Summer unit physical health)</p>	<ul style="list-style-type: none"> I know that everyone has different strengths inside and outside of school. I know that different strengths and interests are needed to do different jobs. I know the jobs that people do to help us in the community I know about different jobs and the work that people do in the community. To know about people who help us to stay healthy including parents, doctors, dentists, lunch supervisors 	<p>Lesson 4: Link to whole school “Careers Week/parent workshops” – BGL Values – Discover the Possible https://www.youtube.com/watch?v=r6Oxqyd5qUw</p> <p>Watch the video – can children work in groups to create their own A -Z of occupations?</p> <p>Lesson 5: Does anyone you know do any of the jobs? What interests/strengths might you need to be a... Ideas: draw a person in a job (e.g. uniform) and label with qualities needed to do the role.</p> <p>Lesson 6: Which occupations help us to stay physically healthy? E.g. doctor, dentist</p>

Year 1 – MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Physical Health and Wellbeing number of sessions approx. 5	Physical health and Mental Well-being - Keeping Healthy; food and exercise; hygiene and routines; sun safety (2)	<ol style="list-style-type: none"> I understand what is meant by keeping healthy. I can identify different ways to be physically active. I understand how to keep safe in the sun and protect skin from sun damage. I understand about different ways to learn and play; I understand the importance of knowing when to take a break from time online or TV. 	<ul style="list-style-type: none"> I know what it means to be healthy and why it is important. I know ways to take care of myself on a daily basis. I know about some healthy and unhealthy food including sugar intake I know about physical activity and how it keeps people healthy. I know about different types of play including balancing indoor, outdoor and screen-based play. To know how our families help us with our healthy choices. To know how to keep safe in the sun. 	<p>Lesson 1: How do we stay healthy? Daily Mile Celebrate clubs we do outside of school– Link to whole school display in class of certificates/medals/photographs e.g. swimming, dance, gymnastics</p> <p>Lesson 2: https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids</p> <p>Lesson 3:</p>
	Growing and Changing (3)	<ol style="list-style-type: none"> I understand that we are all different and we can still be friends I understand how children grow and change To understand that there are different types of families – To know how to ask for help if family make you feel unhappy or unsafe 	<ul style="list-style-type: none"> To know that we can be friends with people who are different to us To know that babies need care and support To know that older children can do more by themselves. To know that there are different types of families (covered in Autumn term – extended in Summer Term) To know what a family should feel like – to know how to ask for help 	<p>Chris Winterburn Project – see separate resource</p> <p>Lessons x3</p>
	Keeping Safe – How rules and age restrictions help us; keeping safe online	<p>Unit Objectives covered across Autumn and Spring Term (see above)</p> <p>Summer Term 2 – focus on Attitude of Gratitude (BGL values – Play Your Part/Inspire Pride/Learn without Limits)</p> <p>Choose a class charity – BGL Values – Be Big Hearted</p>	<ul style="list-style-type: none"> 	

Year 2 – MEDIUM TERM OVERVIEW – Autumn Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Relationships - number of sessions approx. 7	Respecting Ourselves and Others - Recognising things in common and differences; playing and working cooperatively; sharing opinions (2)	<ol style="list-style-type: none"> I understand how to listen to other people and play and work cooperatively. I understand how to talk about and share my opinions on things that matter to me. I can recognise the ways in which I am the same and different to others. 	<ul style="list-style-type: none"> To know how to play and work cooperatively in different groups and situations. To know how to share ideas and listen to others, take part in discussions and give reasons for their views. To know about the things they have in common with their friends, classmates and other people. To know that friends can have both similarities and differences. 	<p><u>Lesson 1</u> Begin the new term with “Class Rules” – focus on ideas from year 1 and build to include Year 2 objectives regarding listening, cooperating, sharing opinions. Make a “Year 2 Agreement” and ask all pupils to sign.</p> <p><u>Lesson 2</u> Play “New Class Bingo” sheet – children to go around the classroom to find someone who...has a pet...has a sibling...can speak another language...etc (ask – how are we the same? How are we different?)</p> <p>We Are All Different Story Powerpoint First week unit of work – This is Me – “Express Yourself!” – Year 2 dress up day. Come into school as something that represents you (extra- curricular clubs/hobbies etc) Activity in class. Design a shield to represent you/your interests – teacher to share theirs first. Shield to be split into 4 sections so children can think about 4 things that are special about/to them. Children could do this as a home project to be displayed outside of the classroom. Share shields in class. How are we the same? How are we different?</p>
	Families and Friendships - Making friends; feeling lonely and getting help (2)	<ol style="list-style-type: none"> I can think about how people make friends and what makes a good friendship. I know how to ask for help if a friendship is making me feel unhappy. 	<ul style="list-style-type: none"> To know how to be a good friend, e.g. kindness, listening, honesty To know about different ways that people meet and make friends. To know strategies for positive play with friends e.g. joining in, including others etc. To know about the things that could cause arguments between friends. To know about how to positively resolve arguments between friends. To know how to recognise and ask for help when they are feeling lonely or unhappy. To know how to help someone else who might be feeling lonely, unhappy. 	<p>Lesson 3: Watch https://www.bbc.co.uk/bitesize/clips/zvq8q6f Display key statements: letting friends play with others making up after a disagreement playing kindly with new friends friends need time apart as well as together Circle time activity to explore and discuss the statements. https://www.bbc.co.uk/programmes/p011lvwh - what things can we do when we are trying to make a new friend?</p> <p>Lesson4: https://www.bbc.co.uk/programmes/p011md6q - how can we resolve an argument with a friend? https://www.bbc.co.uk/programmes/p011lm09 - “What does friend mean to you?” Year 2 to make video similar to the one above to be displayed on school website – Values – Be Big Hearted</p>
	Safe relationships - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour (3)	<ol style="list-style-type: none"> I understand how people may feel if they experience hurtful behaviour or bullying. I understand that I should not keep an adults’ secrets. I know what to do if I feel unsafe or worried for myself or others; I know some basic techniques for resisting pressure to do something that I don’t want to do/which makes me feel unsafe. 	<ul style="list-style-type: none"> To know what to do and whom to tell if they experience hurtful behaviour, including online. To know what bullying is and different types of bullying. To know how someone may feel if they are being bullied. To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried. To know how to get help. To know how to ask if they feel unsafe or worried. To know what vocabulary to use. To know how to resist pressure to do something that feels uncomfortable or unsafe. 	<p>Lesson 5 Link to anti-bullying week Bullying powerpoint – bullying activity sheets</p> <p>Lesson 6 Safe secrets and surprises lesson presentation PANTS puzzle The underwear rule activity sheet</p> <p>Lesson 7 https://www.youtube.com/watch?v=AtfXbWpS_Q4</p>

Year 2 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World - number of sessions approx. 6	Belonging to a community - Belonging to a group; roles and responsibilities; being the same and being different in the community.(3)	1. I can identify the different groups that I belong to 2. Understand the different roles and responsibilities people have in their community.	<ul style="list-style-type: none"> To know about being a part of different groups and the role they play in these groups e.g. class, teams, faith groups To know about the different rights and responsibilities that they have in school and the wider community. To know how a community can help people from different groups to feel included. 	<p><u>Lesson 1</u> Belonging powerpoint Class monitors activity to show how we play a role in the group that we belong to</p> <p><u>Lesson 2</u> Places in the community flashcards Community helpers quiz</p>
		3. I understand what is meant by dental care and why it is important to visit the dentist; know how to brush teeth correctly and about different foods and drink that support dental health.	<ul style="list-style-type: none"> To know about importance of and routines for brushing teeth and visiting the dentist. To know about food and drink that affect dental health. 	<p><u>Lesson 3</u> Invite a dentist into school to talk about dental hygiene/link to community and whole school careers focus.(1)</p>
		4. I understand that sometimes people may behave differently online, including by pretending to be someone they are not <i>Above objective taken from Autumn Term "Safe Relationships"</i>	<ul style="list-style-type: none"> To know about the ways people can access the internet e.g. phones, tablets, computers (remind children of work covered in year 1). To know the purpose and value of the internet in everyday life. (remind children of the work covered in year 1). To know that some content on the internet is factual and some is for entertainment e.g. news, games, videos. To know that information online may not always be true. 	<p>Lesson 4 - Link to safer Internet day</p>
	Media literacy and digital resilience – The internet in everyday life; online content and information (1)	5. I know what money is and how people spend and save. 6. I understand the difference between needs and wants; that sometimes people may not always be able to have the things they want. <i>Children to have understanding of money (coins and notes s part of Maths curriculum prior to the above).</i>	<ul style="list-style-type: none"> To know what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments. To know how money can be kept and looked after. To know about getting, keeping and spending money. To know that people are paid money for the job that they do. To know how to recognise the difference between needs and wants. To know how people make choices about spending money; including thinking about needs and wants. 	<p><u>Lesson 5</u> HSBC UK Young Enterprise Project KS1 https://www.young-enterprise.org.uk/KS1LP1WMCF Lesson Plan/Lesson Presentation /Storyboard activity Postcard for parents for children to share their learning</p> <p><u>Lesson 6</u> https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 I Want It! Ebook, Activity and Quiz <i>Additional coverage during Summer Term</i> <i>Enterprise Week – what do we want to spend our money on? What do we need in class?</i></p>

Year 2– MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Physical Health and Wellbeing number of sessions approx. 9	Physical health and Mental Well-being - Why sleep is important, keeping teeth healthy; managing feelings and asking for help. (3)	<p>I understand that sleep is important and I know different ways to rest and relax</p> <p>I understand ways of sharing feelings; a range of words to describe feelings.</p> <p>I can identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>I can identify different things that I can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good.</p> <p>I understand that sometimes I may need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>I understand that things can change. I understand what is meant by loss (including death); I can identify feelings associated with this; I recognise what helps people to feel better.</p>	<ul style="list-style-type: none"> To know about good routines and habits for maintaining good physical and mental health. To know that sleep and rest are important for growing and keeping healthy. To know how to share and describe a range of feelings. To know ways to 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 and how to help others with their feelings. 	<p>All Objectives covered in: PSHE Association Mental Health and Wellbeing Lessons KS1 (3 sessions)</p>
	Growing and Changing (2)	<ol style="list-style-type: none"> I understand what is meant by gender stereotypes. I can name the main parts of the body including external genitalia (vulva, vagina, penis, testicles) I can describe the differences between male and female babies. 	<ul style="list-style-type: none"> I know that some people have fixed ideas about what girls and boys can do. about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 	<p>Chris Winterburn Project 3 lessons</p>
	Keeping Safe – Safety in different environments; risk and safety at home; emergencies; medicines and keeping healthy;(4)	<ol style="list-style-type: none"> I can recognise risk in simple everyday situations and know what action to take to minimise harm about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). I understand about the people whose job it is to help keep us safe I understand that household products (including medicines) can be harmful if not used correctly. I understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. I understand ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely). I understand what to do if there is an accident and someone is hurt. I know how to get help in an emergency (how to dial 999 and what to say). I understand ways to prepare to move to a new class/year group 	<ul style="list-style-type: none"> To know and be able to recognise risk in simple everyday situations and understand what actions they can take to minimise harm. To know ways to keep themselves safe in familiar and unfamiliar environments, such as in school, online and “out and about”. To be able to identify potential unsafe situations, To know who is responsible for keeping them safe in different situations. To know steps they can take to avoid or remove themselves from danger. To know how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products. To know that medications including vaccinations and immunisations can help people to stay healthy and manage allergies. To know 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. To know how to respond if there is an accident or if someone is hurt. To know 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. 	<p><u>Lesson 7</u> Taking risks powerpoint</p> <p><u>Lesson 8</u> to be covered within History Great Fire of London Unit – visit from Fire service – how to stay safe with fire.</p> <p><u>Lesson 9</u> PSHE Association Drug and Alcohol KS1 (1)</p> <p><u>Lesson 10 Objectives 10 - 12</u> At John's Ambulance First Aid Training</p> <p><u>Objective 9</u> Transition work</p>

Year 3 – MEDIUM TERM OVERVIEW – Autumn Term

Term	(3)Topic	Objectives	Outcomes	Resources/Teaching ideas
Relationships - number of sessions approx. 8	Respecting ourselves and others – Recognising respectful behaviour; the importance of self-respect; courtesy and being polite (3)	<ol style="list-style-type: none"> 1. I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself. 2. I can identify strategies to improve or support courteous, respectful relationships 	<ul style="list-style-type: none"> • To know what is meant by respectful behaviour, e.g. helping, including others, being responsible. • To know how to model respectful behaviour in different situations e.g. at home, at school, online • To know the importance of self-respect and their right to be treated respectfully by others. • To know what it means to treat and be treated politely. • To know the ways in which people show respect and courtesy in different cultures and in wider society. 	<p><u>Lesson 1</u> https://www.youtube.com/watch?v=v5iOiqo7Vvc watch video and discuss</p> <p><u>Lesson 2</u> https://www.youtube.com/watch?v=fp9dTTIQLPY Watch video – can we create our own version for the school website? What does respectful behaviour look like? Can we make a song/write a poem? Perform it with a dance?</p> <p>https://plprimarystars.com/resources/do-the-right-thing</p> <p>https://www.bbc.co.uk/bitesize/topics/zi8xvcw/articles/z9r72hv#zyf8d2p</p>
	Families and friendships – what makes a family; features of family life (2)	<ol style="list-style-type: none"> 3. To recognise that there are different types of relationships. To know that families of all types can give family members love, security and stability. 4. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 	<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. • To know that being part of a family provides support, stability and love. • To know the positive aspects of being part of a family such as spending time together and caring for each other. • To know the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. • To be able to identify when something in a family might make someone upset or worried. • To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. 	<p><u>Lesson 3</u> https://www.youtube.com/watch?v=hpCiyNgzIE Activity – draw images of different types of family and add labels. Then do recipe for what makes a family activity below</p> <p><u>Lesson 4</u> Recipe for a family presentation and lesson plan (use as initial idea starter – requires editing).</p>
	Safe Relationships – personal boundaries; safely responding to others; the impact of hurtful behaviour (3)	<ol style="list-style-type: none"> 5. I understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour. 6. I understand what is meant by privacy and personal boundaries; that personal behaviour can affect other people; to recognise and model respectful behaviour online 	<ul style="list-style-type: none"> • To know that bullying and hurtful behaviour is unacceptable in any situation. • To know about the consequences of bullying for the people involved. • To know about online bullying and the differences to face to face bullying. • What to do and whom to tell if they see or experience bullying or hurtful behaviour. • To know what is appropriate to share with friends, classmates, family and wider social groups including online. • To know what privacy and personal boundaries are including online. <p>Basic strategies to help keep themselves safe online e.g. passwords, trusted sites, adult supervision.</p>	<p>Link to anti-bullying week <u>Lesson 5</u> https://www.youtube.com/watch?v=YyDJafzuUK4 watch above clip up to 50 seconds – freeze frame at different points – conduct conscience alley/complete thoughts/feelings/words mat for bullied character (link questions and stop movies at specific points to explore outcomes 1-4 in detail).</p> <p><u>Lesson 6</u> NSPCC – Share Aware https://www.youtube.com/watch?v=LqgnxQzz17c https://www.youtube.com/watch?v=DY-D_tebNXs</p>

Year 3 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World Number of session approx. 6	Belonging to a community The Value of rules and laws; rights; freedoms and responsibilities (2)	1. I understand the relationship between rights and responsibilities.	<ul style="list-style-type: none"> To know the reasons for rules and laws in wider society. To know the importance of abiding by the law and what might happen if rules and laws are broken. To know what human rights are and how they protect people. To be able to identify basic examples of human rights including the rights of children. To know that they have rights but also responsibilities. To know that with every right there is a responsibility e.g the right to an education and the responsibility to learn. 	<p><u>Lesson 1</u> Children's right cards https://www.youtube.com/watch?v=Dk34uBc6U00 Rights and Responsibilities presentation and worksheet</p>
	Media Literacy and Digital resilience – How the internet is used; assessing information online (2)	2. I recognise ways in which the internet and social media can be used both positively and negatively. 3. I can assess the reliability of sources of information online; and how to make safe, reliable choices from search results	<ul style="list-style-type: none"> To know how the internet can be used positively for leisure, for school and for work. To recognise that images and information online can be altered or adapted and the reasons for why this happens. To have strategies to recognise whether something they see online is true or accurate. To be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group. To be able to make safe/reliable choices from search results. To know how to report something seen or experienced online that concerns them. E.g. images or content that worry them, unkind or inappropriate communication. 	<p>Link to Safer Internet Day Lesson 2 Link work covered within ICT unit – see ICT planning for safe search https://www.bbc.com/ownit/its-personal/aj-pritchard-check-your-selfie? (how images can be adapted)</p> <p>Lesson 3 https://www.bbc.co.uk/bitesize/clips/zw8mtfr (strategies for if something is true/accurate). https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safier-internet-day-2019 (to understand the concept of fake news)</p>
	Money and Work – Different jobs and skills. Job stereotypes; setting personal goals. (2)	4. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. 5. about stereotypes in the workplace and that a person's career aspirations should not be limited by them.	<ul style="list-style-type: none"> To know about jobs that people may have from different sectors e.g. teachers, business people, charity work. To know that people can have more than one job at once or over their lifetime. To know about common myths and gender stereotypes related to work. To challenge stereotypes through examples of role models in different fields of work, e.g. women in STEM To know about some of the skills needed to do a job such as decision making and teamwork. To be able to recognise their interests, skills and achievements and how these might link to future jobs. To know how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>Lesson 4 Careers workshop in the hall – parents to be invited in to share their work – children to prepare questions and conduct interviews</p> <p>Lesson 5 Challenging stereotypes presentation and activity sheet</p>

Year 3 – MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Physical Health and Wellbeing number of sessions approx. (7)	Physical health and Mental Well-being - Health choices and habits; what affects feelings; expressing feelings (3)	<ol style="list-style-type: none"> I understand the choices that support a healthy lifestyle, and recognise what might influence these I understand that feelings can change over time and range in intensity. I understand the everyday things that affect feelings and the importance of expressing feelings. I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways 	<ul style="list-style-type: none"> To know about the choices that people make in daily life that could affect their health To be able to identify healthy and unhealthy choices e.g. in relation to food, exercise, sleep. To know what can help people to make healthy choices and what might negatively influence them. To know about habits and that sometimes they can be maintained, changed or stopped. To know the positive and negative effects of habits such as regular exercise or eating too much sugar, on a healthy lifestyle. To know what is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health. To know about the things that affects feelings both positively and negatively. To know strategies to identify and talk about their feelings. To know about some of the different ways people express feelings e.g. words, actions, body language. To be able to recognise how feelings can change over time and become more or less powerful. 	<p><u>Lesson 1</u> Healthy diet objectives, nutrition, obesity, tooth decay to be covered within Year 3 Science unit Healthy Humans.</p> <p><u>Lesson 2, 3 and 4</u> PSHE Association Mental Health and Wellbeing lessons Year 3/4</p>
	Growing and Changing (3)	<ol style="list-style-type: none"> To understand personal strengths, skills, achievements, and interests and how contribute to positive self-worth and manage set-backs. I understand the differences between male and female bodies. 	<ul style="list-style-type: none"> 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 To know body parts penis, testicles, vulva, vagina, uterus 	<p>Lesson 5 Premier League Reading Stars – self-esteem</p> <p>Lesson 6 Chris Winterburn Project 3 sessions</p>
	Keeping Safe – Risks and Hazards; safety in the local environment and unfamiliar places. (1)	<ol style="list-style-type: none"> I understand how to predict, assess and manage risk in different situations. I understand what is meant by hazards (including fire risks) that may cause harm, injury or risk in the home. I understand what I can do to reduce risks and keep safe. I can identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; I understand safe use of digital devices when out and about 	<ul style="list-style-type: none"> To know how to identify typical hazards at home and in school To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To know about fire safety at home including the need for smoke alarms To know the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>Water Safety Talk to be covered as part of school swimming lessons in year 4.</p> <p>Fire safety talk covered in year 4.</p> <p>Rail safety visitor to be booked in Shahiستا Raja Community Rail Lancashire 07366799979</p>

Year 4 – MEDIUM TERM OVERVIEW – Autumn Term

Term	(3)Topic	Objectives	Outcomes	Resources/Teaching ideas
Relationships - number of sessions approx.	Respecting ourselves and others- respecting differences and similarities. Discussing differences sensitively.(2)	1. I can respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.	<ul style="list-style-type: none"> To be able to recognise differences between people such as gender, race, faith To be able to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations To know about the importance of respecting the differences and similarities between people To have a vocabulary to sensitively discuss difference and include everyone 	Lesson 1 Premier League Primary Stars KS2 PSHE Diversity (will require log in details to access this resource). Objectives covered within Year 3 Growing and Changing unit
	Families and Friendships – positive friendships; including online	2. I understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 3. I recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; I know how to manage if a friendship is making me feel unsafe or uncomfortable.	<ul style="list-style-type: none"> To know about the features of positive healthy friendships such as mutual respect, trust and, sharing interests To know strategies to build positive friendships To know how to seek support with relationships if they feel lonely or excluded To know 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 	<u>Lesson 2</u> What makes a friend (True/False) – please amend based on the needs of your class. Good friend activity sheet Friendship poems https://poets.org/text/friendship-poems-kids <u>Lesson 3</u> Global Internet Legends Scheme of work https://beinternetlegends.withgoogle.com/en_uk/toolkit
	Safe Relationships – Responding to hurtful behaviour; managing confidentiality; recognising risks online.	4. I understand keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 5. I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	<ul style="list-style-type: none"> To be able to differentiate between playful teasing, hurtful behaviour and bullying, including online To know how to respond if they witness or experience hurtful behaviour or bullying, including online To be able to recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. To know how to manage pressures associated with dares To know when it is right to keep or break a confidence or share a secret To know how to recognise risks online such as harmful content or contact To know how people may behave differently online including pretending to be someone they are not To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<u>Lesson 4</u> Good secrets and bad secrets activity – please use with caution and use as a guide – adapt for the needs of your class. <u>Objective 4</u> Would You dare discussion cards

Year 4 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World – Number of sessions approx. (8)	Belonging to a community – shared responsibility (3)	<ol style="list-style-type: none"> I understand the importance of having compassion towards others; I understand the shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. I understand the different groups that make up their community; what living in a community means. I understand the value and the different contributions that people and groups make to the community 	<ul style="list-style-type: none"> To know the meaning and benefits of living in a community. To be able to recognise that they belong to different communities as well as the school community To know about the different groups that make up and contribute to a community To know about the individuals and groups that help the local community, including through volunteering and work To know how to show compassion towards others in need and the shared responsibilities of caring for them. 	<p><u>Lesson 1</u> Children in Need – Comic Relief – see awareness days Moving and Moving Home – lesson to explore immigration and why people may need to leave their homes.</p> <p><u>Lesson 2</u> Looking after pets workshop https://education.rspca.org.uk/compassionateclass</p> <p><u>Lesson 3 – link back to interfaith week</u> BGL's Passport to Religion! Children to visit different religious places of worship – how do these fit into the community? How does the community as a whole benefit from different religions?</p> <p><u>Lesson 4</u> PSHE ASSOCIATION – belonging to a community Lesson 2 (need to check this!)</p>
	Media Literacy and Digital Resilience – How data is shared and used (2)	<ol style="list-style-type: none"> I understand some of the different ways information and data is shared and used online, including for commercial purposes. I understand that connected devices can share information 	<ul style="list-style-type: none"> To know that everything shared online has a digital footprint. To know that organisations can use personal information to encourage people to buy things. To be able to recognise what online adverts look like. To be able to compare content shared for factual purposes and for advertising To know why people might choose to buy or not buy something online e.g. from seeing an advert To know that search results are ordered based on the popularity of the website and that this can affect what information people access. 	<p>Lesson 5 Link lessons as part of Safer Internet Day https://www.bbc.co.uk/programmes/p06z2lvv https://www.theguardian.com/sustainable-business/digital-online-advertising-children-privacy</p> <p>Lesson 6 Discuss how digital footprint can connect across devices depending on what you are logged in to/signed up to.</p>
	Money and Work – Making decisions about money; using and keeping money safe. (3)	<ol style="list-style-type: none"> I understand the different ways to pay for things and the choices people have about this. I understand the different ways to keep track of money. 	<ul style="list-style-type: none"> To know how people make different spending decisions based on their budget, values and needs. To know how to keep track of money and why it is important to know how much is being spent. To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics. 	<p><u>Lesson 7</u> https://www.valuesmoneyandme.co.uk/teachers/you-need-it-ks2</p> <p><u>Lesson 8</u> Paying for Things Lesson Plan Lower KS2 HSBC</p>

Year 4 – MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Health and Wellbeing number of sessions approx. 5	Physical health and mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care (2)	<ol style="list-style-type: none"> I understand what good physical health means; I understand how to recognise early signs of physical illness I understand how to maintain good oral hygiene (including correct brushing and flossing); I understand why regular visits to the dentist are essential; I understand the impact of lifestyle choices on dental care 	<ul style="list-style-type: none"> 	<p><u>Lesson 1</u> Physical Health and Symptoms of Illness powerpoint.</p> <p><u>Lesson 2</u> To be covered through Science and PSHE Dental Health Lesson Plans Dental health — teacher guidance, lesson plans and PowerPoints, KS1-3 www.pshe-association.org.uk (pshe-association.org.uk) – K.Esa has log in for this</p>
	Growing and Changing (3)	<ol style="list-style-type: none"> I can identify the external genitalia and internal reproductive organs of males and females and how the process of puberty relates to human reproduction I understand the physical and emotional changes that happen when approaching and during puberty (including menstruation, menstruation cycle, menstrual well-being hair growth, erections, wet dreams) I understand the importance of hygiene and hygiene routines change during the time of puberty – the importance of keeping clean and how to maintain personal hygiene. I know where to get more information, help and advice about growing and changing, especially about puberty. 	<ul style="list-style-type: none"> To be able to identify external genitalia and reproductive organs To know about the physical and emotional changes during puberty To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams To know strategies to manage the changes during puberty including menstruation To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant To know how to discuss the challenges of puberty with a trusted adult To know how to get information, help and advice about puberty 	<p>https://bettyeducation.com/teacher-notes/ (log in required to access the free resources)</p> <p>Chris Winterburn Project – sessions x3</p>
	Keeping Safe – Medicines and Household products; drugs common to everyday life (2)	<ol style="list-style-type: none"> I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. I understand how to predict, assess and manage risk in different situations. I understand about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). 	<ul style="list-style-type: none"> To know the importance of taking medicines correctly and using household products safely To know how to recognise what is meant by a 'drug' To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To be able to identify some of the risks associated with drugs common to everyday life To know that for some people using drugs can become a habit which is difficult to break To know how to ask for help or advice 	<p><u>Lesson 6, 7, 8</u> PSHE Association – Drug and Alcohol Education Years 3-4</p>

Year 5 – MEDIUM TERM OVERVIEW – Autumn Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Relationships - number of sessions approx. (5)	Respecting ourselves and others- Responding respectfully to a wide range of people; recognising prejudice and discrimination (2)	<ol style="list-style-type: none"> I can use strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I understand what is meant by discrimination. I understand how to challenge it 	<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 To know 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 To know the impact of discrimination on individuals, groups and wider society To know ways to safely challenge discrimination To know how to report discrimination online 	<p>Lesson 1 https://plprimarystars.com/resources/do-the-right-thing https://plprimarystars.com/resources/values log in requires for Premier League reading stars site</p> <p>Lesson 2 https://www.youtube.com/watch?v=6uXgJAVfjl – watch this video and then link to other discrimination e.g. bullet point 3 in learning outcomes.</p>
	Families and Friendships – Managing friendships and peer influence (2)	<ol style="list-style-type: none"> I understand strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. I understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary I understand what is meant by seeking and giving permission (consent) in different situations 	<ul style="list-style-type: none"> To know what makes a healthy friendship and how they make people feel included - strategies to help someone feel included To know 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 To have strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication To know that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships. To know that friendships can change over time and the benefits of having new and different types of friends To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable To know when and how to seek support in relation to friendships 	<p>Lesson 3 Premier League Primary Stars Inclusion (plprimarystars.com) log in required</p> <p>Lesson 4 Peer Influence/Pressure PowerPoint and activity sheet</p>
	Safe Relationships – Physical contact and feeling safe (1)	<ol style="list-style-type: none"> I can recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice I recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact I understand about seeking and giving permission (consent) in different situations. I can keep something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to. I understand when it is right to break a confidence or share a secret. I understand where to get advice and report concerns if I am worried about my own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> To be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations To know how to ask for, give and not give permission for physical contact To know how it feels in a person's mind and body when they are uncomfortable To know that it is never someone's fault if they have experienced unacceptable contact To know how to respond to unwanted or unacceptable physical contact To know 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 To know whom to tell if they are concerned about unwanted physical contact 	<p>https://www.youtube.com/watch?v=4Yj1MreZqs (please check video for suitability with class before sharing)</p>

Year 5 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World – Number of sessions approx. (7)	Belonging to a community – protecting the environment.; compassion towards others (2)	<ol style="list-style-type: none"> I understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. I understand ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). I understand that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) 	<ul style="list-style-type: none"> To know about how resources are allocated and the effect this has on individuals, communities and the environment To know the importance of protecting the environment and how everyday actions can either support or damage it To know how to show compassion for the environment, animals and other living things To know about the way that money is spent and how it affects the environment To be able to express their own opinions about their responsibility towards the environment 	<p><u>Objective 1</u> Team Margot – giving help to others powerpoint and activity teachers (givingtohelpothers.org)</p> <p><u>Objective 2</u> Costing the Earth Values, Money & Me (valuesmoneyandme.co.uk) Costing the Earth Book and Activity</p> <p><u>Objective 3</u> Fairtrade covered within Geography unit and single use plastics covered in year 4.</p>
	Media Literacy and Digital Resilience – How information online is targeted; different media types, their role and impact (2)	<ol style="list-style-type: none"> I understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. I understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 	<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><u>Objective 1</u> Lesson 6: Understanding that news is targeted (PSHE education) NewsWise The Guardian</p> <p>Lesson 5: Spotting fake news (PSHE education) NewsWise The Guardian</p> <p>Activities saved in folder</p>
	Money and Work – Identifying job interests and aspirations; what influences career choices; workplace stereotypes (3)	<ol style="list-style-type: none"> I understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them I understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) I understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid I can identify the kind of job that I might like to do when I am older I can recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	<ul style="list-style-type: none"> To be able to identify jobs that they might like to do in the future To know about the role ambition can play in achieving a future career To know how or why someone might choose a certain career To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values To know the importance of diversity and inclusion to promote people's career opportunities To know about stereotyping in the workplace, its impact and how to challenge it To know that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p><u>Objective 1</u> Covered in Autumn 1 during discrimination lesson</p> <p><u>Objective 2 and 4</u> Linking career-related learning to PSHE Primary Schools Toolkit (careersandenterprise.co.uk) Lesson Plan and resources linked with above lessons saved in folder</p> <p>National Careers Week Spring 2</p>

Year 5 – MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Health and Wellbeing number of sessions approx. 13	Physical health and mental wellbeing Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies (4)	<ol style="list-style-type: none"> 1. I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 2. I understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it 3. I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 4. I understand the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer 	<ul style="list-style-type: none"> • To know how sleep contributes to a healthy lifestyle; healthy sleep strategies and how to maintain them • To know about the benefits of being outdoors and in the sun for physical and mental health • To know how to manage risk in relation to sun exposure, including skin damage and heat stroke • To know how medicines can contribute to health and how allergies can be managed • To know that some diseases can be prevented by vaccinations and immunisations • To know that bacteria and viruses can affect health • To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines • To be able to recognise the shared responsibility of keeping a clean environment 	<p>PSHE Association – Drug and Alcohol Education (Year 5-6) (need to check this resource in SLT) – please select the lessons which match with year 5 objectives</p> <p>The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk (pshe-association.org.uk)</p>
	Growing and Changing- personal identity, recognising individuality and different qualities; mental wellbeing (7)	<p>Chris Winterburn project</p> <ol style="list-style-type: none"> 1. I understand the emotional and physical changes that can occur during puberty in more detail (building on from year 4) 2. I understand the impact of puberty on the body and the importance of hygiene during puberty 	<ul style="list-style-type: none"> • To be able to ask questions about puberty with confidence • To know how puberty affects the reproductive organs (internal and external). • To know what happens during menstruation and sperm production. • To know how to stay clean during puberty. • To know how to get help with puberty. 	<p>Chris Winterburn Project</p>
	1. I understand what is meant by personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) 2. I understand that for some people gender identity does not correspond with their biological sex 3. I can recognise my individuality and personal qualities	<ul style="list-style-type: none"> • To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • To know that for some people their gender identity does not correspond with their biological sex • To know how to recognise, respect and express their individuality and personal qualities • To know about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>https://plprimarystars.com/resources/self-esteem/resilience</p> <p>Metro Charity KS2 Gender (waiting for resources on this – have ordered)</p>	
Keeping Safe – Keeping Safe in different situations, including responding in emergencies, first aid (2)	<ol style="list-style-type: none"> 1. I understand how to predict, assess and manage risk in different situations 2. I understand about what is meant by first aid; basic techniques for dealing with common injuries 3. I understand how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say 	<ul style="list-style-type: none"> • To be able to identify when situations are becoming risky, unsafe or an emergency • To be able to identify occasions where they can help take responsibility for their own safety • To know to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • To know how to deal with common injuries using basic first aid techniques • To know how to respond in an emergency, including when and how to contact different emergency services 	<p>St John's Ambulance First Aid Training</p> <p>https://firstaidchampions.redcross.org.uk/primary/</p> <p>PSHE Association and GambleAware -Lesson 1 Exploring risk</p>	

Year 6 – MEDIUM TERM OVERVIEW – Autumn Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Relationships - number of sessions approx. (8)	Respecting ourselves and others- Expressing opinions and respecting other points of view; including discussing topical issues. (3)	<ol style="list-style-type: none"> I understand that personal behaviour can affect other people; to recognise and model respectful behaviour online I understand how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 	<ul style="list-style-type: none"> To know about the link between values and behaviour and how to be a positive role model To know how to discuss issues respectfully To know how to listen to and respect other points of view To know how to constructively challenge points of view they disagree with To know ways to participate effectively in discussions online and manage conflict or disagreements 	<p>Objective 1 Different ways to communicate online - BBC Bitesize https://www.bbc.co.uk/bitesize/clips/z9rw7ty</p> <p>Objective 2 Learning Living together – Speaking up for Me resource (please adapt and use as appropriate for learners).</p>
	Families and Friendships – Attraction to others; romantic relationships; civil partnership and (3) marriage. (2)	<ol style="list-style-type: none"> I recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) I understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different I recognise marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong I understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others I understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart I recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability 	<ul style="list-style-type: none"> I know what it means to be attracted to someone and different kinds of loving relationships I know that people who love each other can be of any gender, ethnicity or faith I know the difference between gender identity and sexual orientation and everyone's right to be loved I know about the qualities of healthy relationships that help individuals flourish I know ways in which couples show their love and commitment to one another, including those who are not married or who live apart I know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults I know that people have the right to choose whom they marry or whether to get married I know that to force anyone into marriage is illegal I know how and where to report forced marriage or ask for help if they are worried 	<p>Medway Year 6 – Lesson 3 only</p> <p>Explaining Love to Children Pop'n'Oilly Oilly Pike - YouTube</p> <p>Powerpoint presentation – Love, marriage and civil partnerships</p>
	Safe Relationships – Recognising and managing pressure; consent in different situations (3)	<ol style="list-style-type: none"> I understand about seeking and giving permission (consent) in different situations I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this I understand how to get advice and report concerns if worried about my own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> To be able to compare the features of a healthy and unhealthy friendship To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To know strategies to respond to pressure from friends including online To know how to assess the risk of different online 'challenges' and 'dares' To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety, including online To know what consent means and how to seek and give/not give permission in different situations 	<p>Objective 1 https://www.youtube.com/watch?v=h3nhM9UJjc</p> <p>Objective 2 and 3 Covered in year 5 – see above https://www.youtube.com/watch?v=WpngtGyc_ec https://www.youtube.com/watch?v=NscU1ZHYPDk https://www.youtube.com/watch?v=tQZGA6dsWpo</p>

Year 6 – MEDIUM TERM OVERVIEW – Spring Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Living in the Wider World – Number of sessions approx. (10)	Belonging to a community – Valuing Diversity, challenging discrimination and stereotypes (3)	<ol style="list-style-type: none"> I understand what is meant by diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities I understand what is meant by stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes I understand what is meant by prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced I understand what is meant by discrimination: what it means and how to challenge it 	<ul style="list-style-type: none"> To know what prejudice means To know how to differentiate between prejudice and discrimination To know how to recognise acts of discrimination To know strategies to safely respond to and challenge discrimination To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups To know how stereotypes are perpetuated and how to challenge this 	<p><u>Objective 1</u> https://plprimarystars.com/resources/diversity</p> <p><u>Objective 2</u> PSHE Association Inclusion, belonging and addressing extremism KS2 Lesson 3 stereotypes powerpoint</p> <p><u>Objective 3 and 4</u> Some aspects covered in year 5 PSHE Association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism powerpoint</p>
	Media Literacy and Digital Resilience – Evaluating media sources; sharing things online (5)	<ol style="list-style-type: none"> I understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming I recognise ways in which the internet and social media can be used both positively and negatively I understand some of the different ways information and data is shared and used online, including for commercial purposes I recognize things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images I understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 	<ul style="list-style-type: none"> To know about the benefits of safe internet use e.g. learning, connecting and communicating To know how and why images online might be manipulated, altered, or faked To know how to recognise when images might have been altered To know why people choose to communicate through social media and some of the risks and challenges of doing so To know that social media sites have age restrictions and regulations for use To know the reasons why some media and online content is not appropriate for children To know 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 To know how to recognise what is appropriate to share online To know how to report inappropriate online content or contact 	<p>NSPCC Share Aware NSPCC: I saw your willy – YouTube</p> <p>Childnet Trust Me Year 5/6 Lesson 1 Online Content Trust Me - Childnet</p> <p>Google and Parent zone Be Internet Legends (saved in folder)</p> <p>BBFC KS2 lessons Let's watch a film! Making choices about what to watch</p>
	Money and Work – Influences and attitudes to money and financial risks (2)	<ol style="list-style-type: none"> I recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' I understand the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe I understand the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations I can identify the ways that money can impact on people's feelings and emotions. 	<ul style="list-style-type: none"> To know 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 To know how companies encourage customers to buy things and why it is important to be a critical consumer To know how having or not having money can impact on a person's emotions, health and wellbeing To know about common risks associated with money, including debt, fraud and gambling To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk To know 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>Finders Keepers KS2 Values, Money & Me (valuesmoneyandme.co.uk) Lesson 2 (saved in folder)</p>

Year 6 – MEDIUM TERM OVERVIEW – Summer Term

Term	Topic	Objectives	Outcomes	Resources/Teaching ideas
Health and Wellbeing number of sessions approx. (11)	Physical health and mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online (5)	<ol style="list-style-type: none"> 1. I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online 2. I understand how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health 3. I understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 4. I can identify strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 5. I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others 6. I recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult 7. I can show understanding of change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 8. I can identify problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools 9. I can identify strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • To know that mental health is just as important as physical health and that both need looking after • To be able to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • To know how negative experiences such as being bullied or feeling lonely can affect mental Wellbeing. To know positive strategies for managing feelings • To know 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 be able to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • To be able to identify where they and others can ask for help and support with mental wellbeing in and outside school. To know the importance of asking for support from a trusted adult • To know 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 • To know about strategies that can help someone cope with the feelings associated with change or loss. To be able to identify how to ask for help and support with loss, grief or other aspects of change • To know how balancing time online with other activities helps to maintain their health and wellbeing • To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night • To know what to do and whom to tell if they are frightened or worried about something they have seen online • To know about the transition to secondary school and how this might affect feelings. 	<p>Mental health and emotional wellbeing PowerPoint lesson plans (pshe-association.org.uk) 3 lessons – all saved in folder</p> <p>NSPCC – making sense of relationships – KS2 lesson plan – secondary school</p> <p>Mental wellbeing Overview PHE School Zone Every Mind matters – Sleep powerpoint saved in folder</p> <p>Every Mind matters – what to do with worry powerpoint saved in folder</p> <p>Every Mind Matters – Social Media</p> <p>https://www.winstonswish.org/pshe-downloads/ Lesson 1 and 2 – powerpoint, lesson plans and resources saved in folder</p>
	Growing and Changing- Human reproduction and birth (3)	<ol style="list-style-type: none"> 1. I understand what is meant by puberty and reproduction 2. I understand the importance of respect and communication in a relationship 3. I can think about the way that way that people can start a family. 4. I understand positive and negative ways of communicating in a relationship 5. I understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born. 	<ul style="list-style-type: none"> • To be able to describe how and why the body changes during puberty in preparation for reproduction • To be able to talk about puberty and reproduction • To be able to explain differences between healthy and unhealthy relationships • To be able to understand that communication and permission seeking are important • To know some basic facts about conception and pregnancy • To have considered when it is appropriate to share personal/private information in a relationship. • To know how and where to get support if an online relationship goes wrong • To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. 	Chris Winterburn Project Lesson Plans and resources
	Keeping Safe – Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media (3)	<ol style="list-style-type: none"> 1. I understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact 2. I understand that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 3. To understand why people choose to use or not use drugs (including nicotine, alcohol and medicines); 	<ul style="list-style-type: none"> • To be able to identify potential risks of personal information being misused; strategies for dealing with requests for personal information or images of themselves • To be able to identify types of images that are appropriate to share with others and those which might not be appropriate • To know 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 • To know how to report the misuse of personal information or sharing of upsetting content/images online • To know about the different age rating systems for social media, T.V, films, games and online gaming • To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play • To know about the risks and effects of different drugs; about the laws relating to drugs common to everyday life and illegal drugs • To know why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs 	<p>PSHE Association Drugs and Alcohol Education Year 5 and 6</p> <p>Childnet Trust Me Year 5/6 lesson 2 Online contact</p> <p>Content covered in Spring term</p>

Online Safety LTP

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>EVFS</i>	<p>How do you stay safe when visiting a website or an app?</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light</p>	<p>How to stay safe in my online neighbourhood</p> <p>https://www.commonsense.org/education/uk/digital-citizenship/lesson/safety-in-my-online-neighbourhood</p> <p>Keep it private</p> <p>https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s</p>	<p>Using a safer internet search engine</p> <p>https://swiggle.org.uk/</p>	<p>Lee and Kim lesson</p> <p>Online safety toolkits for online learning (Primary) (thinkuknow.co.uk)</p>	<p>How technology makes you feel</p> <p>How Technology Makes You Feel Common Sense Education</p>	<p>Dig Duck stories about staying safe online</p> <p>Digiduck Stories - Childnet</p>
<i>Year 1</i>	<p>How do you stay safe when visiting a website or an app?</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/internet-traffic-light</p> <p>How can we be good digital citizens?</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/we-the-digital-citizens</p>	<p>It's Private</p> <p>https://www.childnet.com/resources/smartie-the-penguin</p> <p>Jess and Friends</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>	<p>Watching videos and sharing pictures</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>	<p>Common sense media</p> <p>Digital Trails Common Sense Education</p>	<p>Being kind online</p> <p>Putting a STOP to Online Meanness Common Sense Education</p>	<p>Safety in my online neighbourhood</p> <p>Safety in My Online Neighborhood Common Sense Education</p>
<i>Year 2</i>	<p>How can we be good digital citizen?</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/we-the-digital-citizens</p> <p>Device free moments</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/device-free-moments</p>	<p>Jess and Friends</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p> <p>Smartie the penguin</p> <p>https://www.childnet.com/resources/smartie-the-penguin</p>	<p>Digital trails</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/digital-trails</p>	<p>Online community</p> <p>Who Is in Your Online Community? Common Sense Education</p>	<p>Let's give credit</p> <p>Let's Give Credit! Common Sense Education</p>	<p>How technology makes you feel</p> <p>How Technology Makes You Feel Common Sense Education</p>

Our World of Learning in PSHE

Love learning and inspire each other to thrive in the world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>How do digital citizens take responsibility for themselves, others and the rest of the world?</p> <p>https://www.commonse.org/education/digital-citizenship/lesson/your-rings-of-responsibility</p> <p>What makes a healthy media choice?</p> <p>https://www.commonse.org/education/articles/23-great-lesson-plans-for-internet-safety</p>	<p>Internet legends</p> <p>https://beinternetlegends.withgoogle.com/en_uk/too/kit</p> <p>Perfect passwords</p> <p>https://www.digizen.org/digicentral/perfect-passwords.aspx</p>	<p>Is seeing believing?</p> <p>https://www.commonse.org/education/digital-citizenship/lesson/is-seeing-believing</p>	<p>Smart crew chapters 1 and 2</p> <p>SMART Crew guidance and activities - Childnet</p>	<p>Smart crew chapters 3 and 4</p> <p>SMART Crew guidance and activities - Childnet</p>	<p>What to do when someone says unkind things online</p> <p>The Power of Words Common Sense Education</p>
Year 4	<p>What does media balance mean for me?</p> <p>https://www.commonse.org/education/digital-citizenship/topic/media-balance-and-well-being</p>	<p>Perfect passwords</p> <p>https://www.digizen.org/digicentral/perfect-passwords.aspx</p> <p>Being safe-Into the cloud</p> <p>https://go.missingkids.org/teaching-modern-safety-3-5</p>	<p>Be internet legends</p> <p>Online Safety Resources for Teachers - Be Internet Legends</p>	<p>Keeping games fun and friendly</p> <p>Keeping Games Fun and Friendly Common Sense Education</p>	<p>Protect yourself online</p> <p>Cybersmart Detectives eSafety Commissioner</p>	<p>Being responsible in our digital lives</p> <p>Your Rings of Responsibility Common Sense Education</p>

Our World of Learning in PSHE

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world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Play like share</p> <p>https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p>scary challenges online</p> <p>https://safeblog.lgfl.net/2018/11/parents-scare-or-prepare/</p>	<p>Beware what you download</p> <p>https://www.netsmartzkids.org/</p> <p>What is false advertising and how can I avoid it?</p> <p>https://saferinternet.org.uk/blog/fake-news-4-quick-checks</p>	<p>Live Streaming (thinkuknow.co.uk)</p> <p>Think u know</p>	<p>Trust me</p> <p>Trust Me - London Grid for Learning (lgfl.net)</p>	<p>Reliability of websites</p> <p>All About Explorers</p>	<p>Creators rights</p> <p>A Creator's Rights and Responsibilities Common Sense Education</p>
Year 6	<p>Play like share</p> <p>https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p>Google search engine lesson</p> <p>https://sites.google.com/site/gwebsearcheducation/lessonplans</p>	<p>How secure is my password?</p> <p>https://howsecureismypassword.net/</p> <p>Let's give credit</p> <p>https://www.common sense.org/education/digital-citizenship/lesson/lets-give-credit</p>	<p>How to stay during online gaming</p> <p>#GameOn student home eSafety Commissioner</p>	<p>Finding balance</p> <p>Finding My Media Balance Common Sense Education</p>	<p>Privacy and security</p> <p>You Won't Believe This! Common Sense Education</p>	<p>Google be internet legends</p> <p>Online Safety Resources for Teachers - Be Internet Legends</p>