

# GREAT BRADFORDS JUNIOR SCHOOL

## RSHE Policy

Adopted: Spring 2023

Headteacher:

Chair of Governors:



*Together we learn; together we grow*

# **Great Bradfords Junior School PSHE (Personal, Social, Health and Economic education) and RSE (Relationships, Sex and Health Education) Policy**

## **Introduction**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all pupils' education. The aim of our PSHE curriculum here at Great Bradfords Junior School is to equip the pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Within and throughout our curriculum are opportunities for our children to understand and assess risks and make informed and safe decisions.

Some aspects of our PSHE and RSE programme will be covered through:

- English and Guided Reading
- Project-based curriculum teachings
- Science
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of physical and mental health and the importance of exercise.

## **Aims**

The aims of Relationships, Sex and Health Education at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible and tolerant behaviour
- Create a positive culture of communication around relationships and their issues
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of the importance of health and hygiene
- Teach pupils the correct vocabulary to use to describe themselves and their bodies
- Provide a consistent standard of relationships, health and sex education across the school
- Give pupils an understanding of reproduction and sexual development (in relation to puberty and human reproduction)
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing with their peers to understand the secondary Relationships, Sex and Health Education curriculum

- To provide all pupils with knowledge, skills and attitudes which will enable them to evaluate risk and allow them to make positive, healthy choices regarding relationships as they grow older
- To combat exploitation.

These aims complement those of the Science and RE curriculums.

### **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..”*

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”*

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **Definitions**

Relationships, Sex and Health Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship. It includes pupils being taught about different types of relationships including friendships, family relationships and relationships with people who can help them. Respect for others is taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This additionally applies to online relationships to ensure that children are safe when online and how others could use their information in a way they may not expect.

### **Health Education:**

This includes the teaching of Healthy Lifestyles, Mental Health, Ourselves, Growing and Changing, Keeping Safe (including online) and Drugs, Alcohol and Tobacco. This comprises education regarding what makes a healthy, balanced diet, overall hygiene including oral hygiene and changes to hygiene routines in relation to puberty, identifying external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction, human reproduction and birth, identity, how to predict, assess and manage risk in different situations and environments including online and the risks and effects of legal drugs such as nicotine and alcohol. Health education is statutory education and as such children are not able to be withdrawn from these lessons.

### **Relationships Education:**

Relationships Education is about pupils being taught about different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an ageappropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect

In addition, RSE teaches children about different types of family that provide a nurturing environment for children, including, for example, single parent families, families headed by grandparents, adoptive parents and Lesbian, Gay, Bi and Trans (LGBT) parents. The purpose of this is to ensure that there is no stigmatisation of different families and to show that people come from different backgrounds.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The majority of Relationships Education is statutory at primary level, with the exception of Sex Education. This takes place in Year 6 only and parents and carers do have the right to withdraw children from lessons which explicitly teach Human Reproduction.

### **Roles and Responsibilities:**

**Governors:** Governors monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They hold the Headteacher (HT) to account for the implementation of the policy.

**Headteacher:** The Headteacher ensures that RSE is taught consistently across Great Bradfords Junior School and reports back to the Governors on educational outcomes. The Headteacher ensures that senior staff receive regular professional development training in how to deliver RSE and Health Education with support from their respective Senior Leadership Team (SLT) and Subject Leader and ensure that staff are supported and up to date with policy changes. The Headteacher ensures that RHSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher ensures that teaching is age-appropriate, delivered in ways that are accessible to all pupils with Special Educational Needs and Disabilities (SEND) and that the subjects are resourced, staffed and timetabled appropriately. The Headteacher ensures that teaching delivered by any external organisation is age-appropriate and accessible for pupils, liaises with parents/carers regarding any concerns or opinions regarding RSE provision and manages parental/carer requests for withdrawal of pupils from non-statutory, non-science components of RSE.

**Staff:** Teachers of RSE and Health Education ensure that they are up to date with School policy and curriculum requirements regarding sex education and attend and engage in professional development training. Teachers encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

**Parents and Carers:** Great Bradfords Junior School expects parents/carers to share the responsibility of sex education and to support their children's personal, social and emotional development. Great Bradfords Junior School encourages parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through School PSHE. Parents/carers are also encouraged to seek additional support in this from Great Bradfords Junior School where they feel it is needed.

**Pupils:** Pupils are expected to take sex education classes seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and Great Bradfords Junior School expects pupils to recognise this. Pupils should support one another with issues that arise through RHSE. Listening in class, being considerate of other people's feelings and beliefs, complying with confidentiality rules that are set in class are key to effective provision. Pupils, who regularly fail to follow these standards of behaviour, are dealt with under the Great Bradfords Junior School behaviour policy. Great Bradfords Junior School also hopes that pupils feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

## **Implementation and Curriculum**

It is important that Great Bradfords Junior School implements the RSE and Health Education Policy consistently throughout the School and provides effective provision throughout classrooms. Great Bradfords Junior School encourages teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Through this aspect of the Great Bradfords Junior School curriculum, the aim is to explore different attitudes, values and social labels, and develop skills that will enable Great Bradfords Junior School pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief. RSE and Health Education is delivered in Science and PSHE. Great Bradfords Junior School understands that different pupils of the same age may develop at different stages and staff are able to plan provision to take into account these differences. Appendix 1 sets out the themes that are taught to pupils before the end of primary as part of the PSHE curriculum which is drawn from the curriculum recommended by the PSHE Association. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships. Great Bradfords Junior School provides sex education beyond the National Curriculum for Science, with details on content included in Appendix 1. By the end of their primary education, Great Bradfords Junior School expects pupils to know the health education information set out at Appendix 1.

### **Dealing with difficult questions:**

Staff training includes sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Leader or Designated Safeguarding Lead (DSL). Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff will use to support this are:

- an anonymous question box; this enables pupils to feel more comfortable to ask questions without being identified
- making the classroom a dedicated zone of respect; this means that whatever is discussed in the classroom is specific to that age range and should not be brought up on the playground or with younger children.

Great Bradfords Junior School hopes that this gives pupils the sense that they are in a safe zone to speak freely about sex and relationships.

### **Pupils with Special Educational Needs:**

Great Bradfords Junior School works hard to ensure that all aspects of its curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and Health education. Great Bradfords Junior School uses a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods, e.g. contraceptive card game
- group and paired activities

- practical activities
- use of expert guest speakers
- using DVDs or video.

**Withdrawal from Relationships and Sex Education:**

Great Bradfords Junior School hopes that parents/carers feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents/carers of children in primary school have the right to withdraw their child from sex education and should state this in writing to the Headteacher.

Before withdrawing or making a request, Great Bradfords Junior School strongly urges parents/carers to carefully consider their decision as RSE is a vital part of the Great Bradfords Junior School curriculum and supports child development.

Parents/carers cannot withdraw their child from RSE or Health Education or the elements on human growth and reproduction, which fall under the National Curriculum for science. For example, lessons covering changes which occur during puberty are statutory and children cannot be withdrawn from these, however lessons covering specific details concerning human reproduction from conception to birth are lessons from which a child of primary age could be withdrawn. If a pupil is excused from sex education, Great Bradfords Junior School ensures that the pupil receives appropriate, purposeful education during the period of withdrawal.

**Complaints:**

Parents/carers, who have complaints or concerns regarding the RSE and Health Education curriculum should contact Great Bradfords Junior School following the complaints procedure which is available on the school website. This states that initial contact should be to the class teacher and can be escalated from there should the need arise.

**Equal Opportunities:**

Great Bradfords Junior School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation is dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Great Bradfords Junior School behaviour policy.

**Safeguarding and Confidentiality:**

Great Bradfords Junior School hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life, either at school or at home. Training around confidentiality is provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the Great Bradfords Junior School child protection and safeguarding procedure is followed. Please note:

- If a member of staff is informed that a pupil at Great Bradfords Junior School is having, or is contemplating having sexual intercourse, this is dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

#### **Monitoring, Review and Evaluation:**

The educational and personal needs of Great Bradfords Junior School pupils develop in line with varying societal pressures and economic change. The Great Bradfords Junior School aim is to provide RSE that is relevant and tailored to meet the needs of Great Bradfords Junior School pupils, depending on their age and stage of personal development. For this reason, Great Bradfords Junior School reviews the RSE and Health Education curriculum annually, and informs parents/carers of any revisions to its policy or curriculum. Great Bradfords Junior School aims to monitor the effectiveness of its RSE and Health Education provision through:

- annual feedback from pupils
- annual feedback from parents/carers
- feedback from staff
- classroom observations.

Great Bradfords Junior School reviews this policy annually, evaluating its effectiveness by considering feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information received from national reports and curriculum reviews.

#### **Support**

Great Bradfords Junior School hopes that pupils feel safe in School to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE and Health Education. Great Bradfords Junior School promotes an ethos of inclusion and acceptance throughout all areas of School activity and hopes that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Parents/carers should contact the Office Manager, or their child's class teacher for one-on-one support on providing effective RSE and Health Education at home.



## Appendix 1 Relationships and Health Education Curriculum

### Science Curriculum

The National Curriculum for Science covers:

- the naming of the external parts of the human body
- the human body as it grows from birth to old age (including puberty)
- processes of reproduction and growth in animals and
- reproduction in some plants.

### PSHE and RSE Curriculum

This is based on the recommended curriculum from the PSHE Association. Please note that some areas of the curriculum will be covered in different year groups as they are taught in those years already in different subjects, for example, the PSHE Association suggest that Year 3 children cover oral hygiene in PSHE and RSE, however, at Great Bradfords Junior School we cover this in Year 4 in Science. For ease of understanding, some sections have been highlighted to indicate where sections of the PSHE curriculum are covered in other subjects or in other years to those suggested.

Relationships elements are highlighted in pink; Health elements are highlighted in green. These are both statutory and must be covered each year. The blue highlighted sections incorporate “Living in the Wider World” which is non-statutory.

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



## YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question :	T o p i c	In this unit of work, pupils learn...	Instances where learning happens in another year group/subject/term
<b>Autumn 1</b> How can we be a good friend?	<b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments  PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	
<b>Autumn 2</b> What keeps us safe?	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products  PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26,	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> </ul>	

	R28, R29	<ul style="list-style-type: none"> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	Covered in Computing Curriculum (all years)
<b>Spring 1</b> What are families like?	<b>Relationships</b> Families; family life; caring for each other  PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	

<p><b>Spring 2</b></p> <p>What makes a community?</p>	<p><b>Living in the wider world</b></p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p>Covered in RE curriculum (all years)</p> <p>Covered in Year 6 History</p> <p>Covered in RE Curriculum (all years)</p>
<p><b>Summer 1</b></p> <p>Why should we eat well and look after our teeth?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p>Covered in Year 3 Science Curriculum</p> <p>Covered in Year 4 Science Curriculum</p> <p>Covered in Year 3 Science Curriculum</p> <p>Covered in Year 4 Science Curriculum</p>
<p><b>Summer 2</b></p> <p>Why should we keep active and</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: keeping active, taking rest</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> </ul>	<p>Covered in Year 3 PE Curriculum</p>

sleep well?

PoS refs: H1, H2, H3, H4, H7, H8, H13, H14

- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

## YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	T o p i c	In this unit of work, pupils learn...	Instances where learning happens in another year group/subject/term
<b>Autumn 1</b> What strengths, skills and interests do we have?	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	
<b>Autumn 2</b> How do we treat each other with respect?	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27,	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> </ul>	Covered in Computing Curriculum (all years) Covered in Year 4 English – Summer 2 (handing out leaflets – role play lesson) Covered in RE Curriculum

	R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	Covered in Computing Curriculum (all years)
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\*Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

<b>Spring 1</b> How can we manage our feelings?	<b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour  PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	Covered in Year 3 (Zones of Regulation)
<b>Spring 2</b> How will we	<b>Health and wellbeing</b> Growing and changing;	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet</li> </ul>	



<p>grow and change?</p>	<p>puberty</p> <p>PoS refs: H31, H32, H34</p>	<p>dreams</p> <ul style="list-style-type: none"> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	
<p><b>Summer 1</b></p> <p>How can our choices make a difference to others and the environment?</p>	<p><b>Living in the wider world</b></p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p>Covered in Year 6: Fairtrade project (global citizenship) Climate Change project (geography) and Local Farming Project (local citizenship).</p> <p>Also covered in Year 4 Autumn 1 Local Citizenship Project</p>

<p><b>Summer 2</b></p> <p>How can we manage risk in different places?</p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p>Covered in all years in the Computing curriculum</p>
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## YEAR 5 — MEDIUM-TERM OVERVIEW

Half term / Key question:	T o p i c	In this unit of work, pupils learn...	Instances where learning happens in  another year  group/subject/term
<b>Autumn 1</b>  What makes up our identity?	<b>Health and wellbeing</b>  Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes  PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	Covered in the RE Curriculum (all years)
<b>Autumn 2</b>  What decisions can people make with money?	<b>Living in the wider world</b>  Money; making decisions; spending and saving  PoS refs: R34, L17, L18, L20, L21, L22,	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> </ul>	

	L24	<ul style="list-style-type: none"> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	
<b>Spring 1</b> How can we help in an accident or emergency?	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies  PoS refs: H43, H44	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> </ul>	
		<ul style="list-style-type: none"> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	
<b>Spring 2</b> How can friends communicate safely?	<b>Relationships</b> Friendships; relationships; becoming independent; online safety  PoS refs: R1, R18, R24, R26, R29, L11,	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> </ul>	

	L15	<ul style="list-style-type: none"> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	
<p><b>Summer 1</b></p> <p>How can drugs common to everyday life affect health?</p>	<p><b>Health and wellbeing</b></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p>Covered in Year 6 in Science (Circulatory System module)</p>

<p><b>Summer 2</b></p> <p>What jobs would we like?</p>	<p><b>Living in the wider world</b></p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	
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		<ul style="list-style-type: none"> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	
<p><b>Spring 1 &amp; 2</b></p> <p>How can the media influence people?</p>	<p><b>Living the wider world</b></p> <p>Media literacy and digital resilience; influences and decision-making; onlinesafety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14,L15, L16, L23</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> </ul>	



		<ul style="list-style-type: none"> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	
<p><b>Summer 1 &amp; 2</b></p> <p>What will change as we become more independent?</p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul>	

<p>How do Friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	
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Items covered in places other than the suggested areas:

Items highlighted in grey are covered in the computing curriculum

Items highlighted in green are covered in the RE curriculum

Items highlighted in light blue are covered in the Year 6 curriculum (including covered in other subjects)

Items highlighted in yellow are covered in the Year 4 curriculum (including covered in other subjects)

Items highlighted in pink are covered in the Year 3 curriculum

Items highlighted in turquoise are covered in the Year 6 English curriculum