



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in PSHE

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in PSHE in our school. If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

Our Intent, Implementation and Impact statement for PSHE

Intent:

Our Personal, Social and Health Education (PSHE) Curriculum brings together citizenship with personal wellbeing, relationships, economic wellbeing and life education while living out our Mission Statement 'Let Trust, Respect and Love live here.' Our curriculum is based on that of the PSHE Association. www.pshe-association.org.uk . Our Relationships Education information and policy is at www.st-monicas.co.uk/information/relationships-education/ and is based on A Journey in Love. Our curriculum covers statutory requirements with the intent of children developing in an age appropriate way to become healthy, independent and responsible citizens. It promotes the spiritual, moral, cultural mental and physical development of our pupils to prepare them for the wider World.

Implementation:

IN EYFS, the provision is planned to ensure development in Physical, Social and Emotional Development ('PSED) and which occurs daily. In provision, children will be supported to manage emotions, develop a positive sense of self and explore the ideas of relationships, appropriate behaviours, self-confidence and self-awareness, rules and routines and restorative justice. Through effective PSED opportunities, children also develop other key skills e.g. Communication and Language and Understanding the World. In Key Stages 1 and 2, PSHE is taught through timetabled lessons and also through our subjects and the wider curriculum e.g. RE, circle times, assemblies, wellbeing days, mental health days, anti-bullying weeks and odd socks days etc. PSHE is taught through a 'spiral programme' with the learning organised into a series of recurring themes, each lasting a minimum of a half a term, which the children experience every year. The themes are 'Health and Wellbeing', 'Relationships' and 'Living in the wider World'. Our PSHE plans state progressive knowledge and skills to ensure full coverage. We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

Active engagement in learning rather than passively receiving information is most effective in teaching PSHE. Pupils need opportunities to clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. PSHE education alone is not responsible for children's future lifestyle choices – teaching and assessment should focus on the learning, set against lesson objectives and outcomes. Our plans are differentiated beyond the core knowledge to provide for the learning needs of all learners and to ensure all learners, including SEND, Pupil Premium and high attainers, are challenged, including through cross curricular links. During a unit, assessments provide an opportunity for pupils to demonstrate what they have learnt across their given topic and reflect upon and consolidate their learning. Evidence of outcomes is recorded in a class PSHE book. These also provide formative assessment for future learning in addition to the informal assessment which has taken place throughout the topics to

close gaps, including with regard to previous learning.

Impact:

Children will be prepared for secondary school and beyond by developing their vocabulary and confidence in:

- being able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- being on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciating difference and diversity.
- recognising and applying the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty.
- understanding and managing their emotions.
- looking after their mental health and well-being.
- developing positive, healthy relationship with their peers both now and in the future.
- understanding the physical aspects involved in RSE at an age appropriate level.
- having respect for themselves and others.

taking what they have learnt in school to the wider community.

LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who helps to keep us safe?	Who is special to us?	What helps us stay healthy?	What can we do with money?	What is the same and different about us? (RSE Journey In Love Unit)	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us grow and stay healthy?	What helps us to stay safe? (RSE Journey In Love Unit)	How do we recognise our feelings?
Year 3	What are families like?	What keeps us safe?	Why should we eat well and look after our teeth?	What makes a community?	How can we be a good friend? (RSE Journey In Love Unit)	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? <i>Shared with Summer 1</i>	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How do we treat each other with respect? (RSE Journey In Love Unit) <i>Shared with Autumn 2</i>	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 drugs common to everyday life affect health?	How do we change as we grow? (RSE Journey In Love Unit)	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? (RSE Journey In Love Unit)	

YEAR 1 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say how to respond safely to adults they do not know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to do
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel

How can we look after each other and the world?

Ourselves and others; the world around us; caring for others; growing and changing

PoS refs: H26, H27, R21, R22, R24, R25, L2, L3

- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

YEAR 2 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

<p>Spring 2</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
<p>Summer 1</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing and Relationships</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them • RSE Journey in Love Learning Intentions
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/ year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

YEAR 3 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services

<p>Spring 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing</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"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</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"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
<p>Summer 1</p> <p>How can we be a good friend?</p>	<p>Relationships</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resiliency, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • RSE Journey in Love Learning Intentions

<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p> <p>PoSrefs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis- how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
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YEAR 4 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
<p>Autumn 1</p> <p>What strengths, skills and interests do we have ?</p>	<p>Health and wellbeing</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
<p>Autumn 2</p> <p>How do we treat each other with respect? (Shared with Summer 1)</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<p>Spring 2</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</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"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
<p>Summer 1</p> <p>How do we treat each other with respect?</p> <p>(Shared with Autumn 2)</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns • RSE Journey in Love Learning Intentions

<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</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"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
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YEAR 5 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L1 7, L1 8, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • 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) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Spring 1 How can we help in an accident or	Health and wellbeing Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help

<p>emergency?</p>	<p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
<p>Spring 2 How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs
<p>Summer 1 How do we change as we grow?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety RSE Journey in Love Learning Intentions
<p>Summer 2 What jobs would we like?</p>	<p>Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31,</p>	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs

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- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

YEAR 6 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
<p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right support

		<p>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p>
<p>Spring 1 & 2 How can the media influence people?</p>	<p>Living the wider World Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoSrefs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
<p>Summer 1 & 2 What will change as we become more independent?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • 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

<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">• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership• that marriages should be wanted equally by both people and that forcing someone to marry against their will is a crime• how puberty relates to growing from childhood to adulthood• about the reproductive organs and process- how babies are conceived and born and how they need to be cared for• that there are ways to prevent a baby being made• how growing up and becoming more independent comes with increased opportunities and responsibilities• how friendships may change as they grow and how to manage this• 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• RSE Journey in Love Learning Intentions
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