

**Year 5 Medium Term Overview**

Term	Topic	In this unit of work, children should learn: (objectives in <b>bold</b> are particularly relevant to Woodhouse)
<b>Autumn – Relationships</b>	<b>Families and friendships</b> Managing friendships and peer influence <i>PoS Refs: R14, R15, R16, R17, R18, R26</i>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• <b>that it is common for friendships to experience challenges</b></li> <li>• <b>strategies to positively resolve disputes and reconcile differences in friendships</b></li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• <b>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</b></li> <li>• when and how to seek support in relation to friendships</li> </ul>
	<b>Safe relationships</b> Physical contact and feeling safe <i>PoS Refs: R9, R25, R26, R27, R29</i>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• 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</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>
	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination <i>PoS Refs: R20, R21, R31, R33</i>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• 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</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> Protecting the environment; compassion towards others <i>PoS Refs: L4, L5, L19</i>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>
	<b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes – <b>body image</b></li> </ul>

	<p><i>PoS Refs: L12, L14</i></p>	<ul style="list-style-type: none"> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>
	<p><b>Money and Work</b>  Identifying job interests and aspirations;  what influences career choices;  workplace stereotypes  <i>PoS Refs: L27, L28, L29, L31, L32</i></p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
<p><b>Summer – Health and wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b>  Healthy sleep habits; sun safety;  medicines, vaccinations, immunisations and allergies  <i>PoS Refs: H8, H9, H10, H12</i></p>	<ul style="list-style-type: none"> <li>• <b>how sleep contributes to a healthy lifestyle</b></li> <li>• <b>healthy sleep strategies and how to maintain them</b></li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat Stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>
	<p><b>Growing and changing</b>  Personal identity; recognising individuality and different qualities;  mental wellbeing Physical and emotional changes in puberty; external genitalia;  personal hygiene routines; support with puberty  <i>PSHE Association PoS Refs: H16, H25, H26, H27, H30, H32</i></p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• <b>ways to boost their mood and improve emotional wellbeing</b></li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p><u>For the following objectives, boys and girls will be taught separately:</u></p> <ul style="list-style-type: none"> <li>• how to identify genitalia and reproductive organs (e.g. vagina, penis, testicles)</li> <li>• about the physical and emotional changes during puberty – <b>positive body image</b></li> <li>• key facts about the menstrual cycle and menstrual wellbeing</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>
	<p><b>Keeping safe</b>  Keeping safe in different situations, including responding in emergencies and first aid</p>	<ul style="list-style-type: none"> <li>• <b>In this unit of work, children should learn:</b></li> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> </ul>

*PoS Refs: H38, H43, H44*

- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services

**Year 6 Medium Term Overview**

Term	Topic	In this unit of work, children should learn: (objectives in <b>bold</b> are particularly relevant to Woodhouse; objectives highlighted in <b>yellow</b> are Sex Education objectives)
<b>Autumn – Relationships</b>	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage <i>PoS Refs: R1, R2, R3, R4, R5, R7</i>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>
	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations <i>PoS Refs: R26, R28, R29</i>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>
	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues <i>PoS Refs: R30, R34</i>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes <i>PoS Refs: L8, L9, L10, R21</i>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>
	<b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online <i>PoS Refs: H37, L11, L13, L15, L16</i>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> </ul>

		<ul style="list-style-type: none"> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>
	<p><b>Money and Work</b> Influences and attitudes to money; money and financial risks <i>PoS Refs: L18, L22, L23, L24</i></p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>
<p><b>Summer – Health and wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online <i>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</i></p>	<ul style="list-style-type: none"> <li>• <b>that mental health is just as important as physical health and that both need looking after</b></li> <li>• <b>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</b></li> <li>• <b>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</b></li> <li>• <b>positive strategies for managing feelings - worry</b></li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• <b>identify where they and others can ask for help and support with mental wellbeing in and outside school</b></li> <li>• <b>the importance of asking for support from a trusted adult</b></li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• <b>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</b></li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
	<p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty; Human reproduction and birth; increasing independence; managing transitions</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• <b>about what being more independent might be like, including how it may feel</b></li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> </ul>

<p>PSHE Association PoS Refs: H24, H31, H33, H34, H35, H36</p>	<ul style="list-style-type: none"> <li>• identify the links between love, committed relationships and conception</li> </ul> <p><u>For the following objectives, boys and girls will be taught separately:</u></p> <ul style="list-style-type: none"> <li>• to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</li> <li>key facts about the menstrual cycle and menstrual wellbeing, <b>erections and wet dreams</b></li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
<p><b>Keeping safe</b>          Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media          PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• 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</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• <b>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</b></li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>