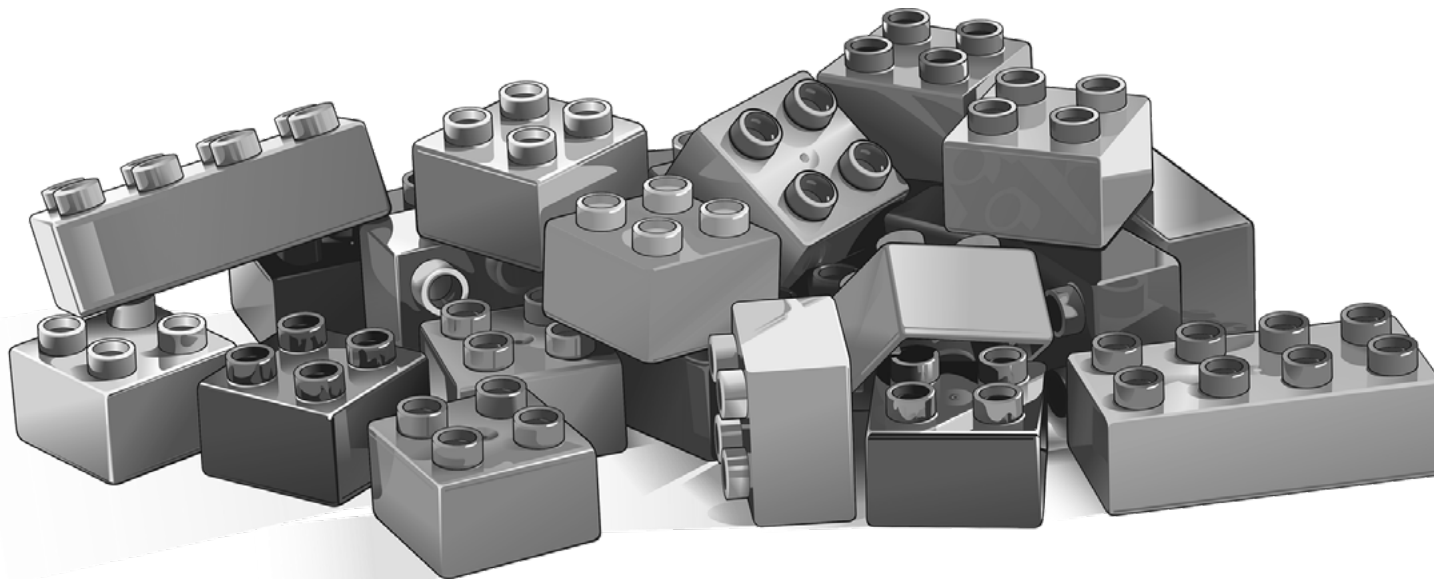


PROGRAMME BUILDERS FOR PSHE EDUCATION

KEY STAGES 2-3 (YEAR 3-8)

3. CROSS-PHASE MODEL



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education

INTRODUCTION

Welcome to our PSHE education Programme Builders for key stage 1 to 4, designed to accompany the 2020 edition of the [Programme of Study for PSHE education](#).

The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The Programme Builders are designed to support the next step in planning your school's curriculum. The Programme Builders provide five different model programmes (two for the primary phase, two for secondary and one for middle/prep schools), each one comprising:

- **a long term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark*) that support each module. We will add new quality assured resources to the Programme Builders as they are published.

We have provided this range of models, in recognition that no two schools organise PSHE education in exactly the same way and no two PSHE leads will face exactly the same opportunities or challenges in designing their schemes of work. Schools should also tailor their PSHE education curriculum to the needs of their pupils, so are free to use and adapt the Programme Builder that best suits their school's needs.

Whilst each Programme Builder illustrates a different way of organising a PSHE curriculum, they all follow the same best practice principles. They build in developmental progression by revisiting themes year on year, building on and extending prior learning.

COVERING THE STATUTORY CONTENT

Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on [Relationships Education, RSE and Health education](#), each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. And although each takes a slightly different approach, they each cover all of the Programme of Study learning opportunities for their phase as well.

* Not all Quality Assured resources are free to access. A "£" symbol is used to symbolise those for which there is a charge.

USING THE PROGRAMME BUILDERS

Each Programme Builder begins with an overview of suggested content for each year group, for each half term. This is followed by more detailed grids for each year group, setting out broad learning objectives for each half term block and a list of regularly-updated links to relevant PSHE Association lessons and other resources that have gained our Quality Mark.

Before embarking on the development of your school's PSHE education provision, consider the needs of your pupils, the aims and ethos of the school, the local community and local environment in which the school is situated. This will help you to clarify your curriculum 'intent', and to ensure best practice curriculum design, tailored to your pupils' needs and your school's circumstances.

Local data (for example, from Public Health England's child and maternal health (CHIMAT) data sets and your local authority's joint strategic needs assessment (JSNA)), together with your knowledge of your pupils' needs, will help you to tailor your chosen Programme Builder to your specific needs if necessary. You might perhaps need to spend more time on a particular topic area, or bring content forward if your pupils need it sooner.

ABOUT THIS PROGRAMME BUILDER

3. CROSS-PHASE MODEL KS2-3 (YEAR 3-8)

Covering year 3 to year 8, this Programme Builder is designed to support planning in preparatory or middle schools, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited. Whilst this Programme Builder covers all aspects of the Programme of Study, as well as all of the new statutory Relationships and Health education content for Key Stage 2 and lower key stage 3; please note that aspects of the key stage 3 curriculum more suitable for Year 9 pupils are not included.

PSHE EDUCATION: LONG-TERM OVERVIEW – CROSS-PHASE MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers: Career types; challenging career stereotypes; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y7</i>	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y5</i>	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

YEAR 3 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Friendships: Making and maintaining healthy relationships and friendships; Similarities and differences</p> <p>PoS refs: H16, H25, H36, R10, R11, R20, R30, R31, R32</p>	<ul style="list-style-type: none"> • about the importance of friendship • about what makes a good friend • how to build positive and healthy friendships • how to solve disagreements and conflicts • to recognise hurtful behaviour and bullying, and how to get help • to respect and accept differences and appreciate similarities between people 	<p>Medway Public Health Directorate - Changing and growing up</p> <p>PSHE Association - Belonging and community: addressing discrimination and extremism</p> <p>Our Class - Caring Friendships</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>The Rez</p>
Autumn 2	<p>Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others</p> <p>PoS refs: H16, H17, H18, H19, H20, H21</p>	<ul style="list-style-type: none"> • about different feelings and emotions people experience • how feelings and emotions can change and what helps people to feel good • why expressing feelings and emotions is important • to manage feelings and emotions in different situations • how to get help, advice and support with feelings and emotions 	<p>PSHE Association - Mental Health and Emotional Wellbeing</p> <p>BBFC - Let's watch a film</p>
Spring 1	<p>Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe</p> <p>PoS refs: R22, R24, R26, R27, R28, R29, R31</p>	<ul style="list-style-type: none"> • about trusted people and everyone's right to be treated with respect • how to respond safely to adults they may encounter whom they do not know • to give/not give and seek permission in different situations • about privacy, boundaries and when to keep or share secrets • how to manage pressure to say or do something that makes them worried or uncomfortable • when, where and how to get help 	<p>Our Class - Caring Friendships</p> <p>PSHE Association - pick your pics</p> <p>NSPCC – Talk PANTS</p>

Spring 2	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe PoS refs: L18, L19, L20, L22	<ul style="list-style-type: none"> • about different attitudes towards saving, spending and giving money • to manage influences on decisions about money • how choices have to be prioritised based on wants and needs • how to keep money safe 	
Summer 1	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety PoS refs: H2, H4, H5, H6, H7, H12, H38	<ul style="list-style-type: none"> • what it means to be healthy • how regular exercise affects physical and mental health • to identify opportunities to be physically active • about balanced diets and making healthy food choices • how habits can have positive and negative effects on a healthy lifestyle • about the benefits of sun exposure • about the risks of over exposure to the sun and how to keep safe from sun damage and heat stroke 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Keeping safe: sun safety
Summer 2	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home PoS refs: H37, H38, H39, H41, L1, L2, L3, L4, L5	<ul style="list-style-type: none"> • about basic human rights and how they protect everyone and the relationship between rights and responsibilities • reasons to follow rules and laws • about sustainability and how everyday choices can affect the environment • to recognise and carry out shared responsibilities for protecting the environment • to take responsible actions in relation to safety at home, at school and outside 	Premier League Primary Stars - Tackling plastic pollution RSPCA - Compassionate Class Environment Agency – Canal and river safety / Flood alert PSHE Association - Firework safety Curiosity Library (£)

YEAR 4 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p> <p>PoS refs: H20, H36, R11, R13, R14, R17, R18, R22, R28, R29, R30, R31, L4</p>	<ul style="list-style-type: none"> • about the qualities of healthy friendships, including online • friendship skills, including communicating safely online • that healthy friendships make people feel included • how to recognise and include others who feel lonely • how to seek support if feeling lonely or excluded • how to resolve disputes positively and safely • to recognise and manage friendships that feel unsafe or uncomfortable • how to ask for support if necessary 	<p>CEOP – Play, Like, Share</p> <p>Medway Public Health Directorate - Changing and growing up</p> <p>Our Class - Caring Friendships</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>The Rez</p>
Autumn 2	<p>Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p> <p>PoS refs: H25, R31, R32, R33, R34, L2, L4, L6, L7, L8, L9, L10</p>	<ul style="list-style-type: none"> • about the different groups that make up their community • what living in a community means • about online communities • about the contributions of different people and groups in a community • that there are benefits to living in a diverse community • to recognise and respond to prejudice 	<p>PSHE Association - Belonging and community: addressing discrimination and extremism</p>
Spring 1	<p>Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p> <p>PoS refs: H38, L17, L19, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> • methods to keep track of money • how people's spending affects others (ie. Fairtrade, single use plastics, giving to charity) • how money can impact people's feelings and emotions • ways money can be won or lost and how this can impact wellbeing 	<p>PSHE Association - Money and wellbeing</p>

<p>Spring 2</p>	<p>Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p> <p>PoS refs: R1, R2, R3, R4, R5, R6, R7, R8, R9, R27, R29, R32, L8</p>	<ul style="list-style-type: none"> • about different types of relationships (e.g. friendships, family relationships, romantic relationships) • about different types of family structure, including single parents, same-sex parents, blended families, adoption and fostering • ways that people can care for each other • the characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty • how to recognise if family relationships feel unhappy or unsafe and how to seek help or support 	<p>PSHE Association - Families</p> <p>Coram Life Education – The Adoptables toolkit</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Committed relationships and family life</p>
<p>Summer 1</p>	<p>Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep</p> <p>PoS refs: H8, H9, H16, H17, H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • about the process of growing from birth to old age • about the external genitalia and internal reproductive organs • to manage the physical changes that happen during puberty, including periods and wet dreams • how to maintain personal hygiene during puberty • how and why emotions may change during puberty • where to get appropriate help, advice and support in relation to puberty • the importance of good sleep 	<p>Medway Public Health Directorate - Changing and growing up</p> <p>PSHE Association – The Sleep factor</p> <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>Curiosity Library (£)</p>
<p>Summer 2</p>	<p>Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p> <p>PoS refs: H2, H4, H5, H6, H9, H11, H14</p>	<ul style="list-style-type: none"> • how to maintain good dental health and oral hygiene • how lifestyle (including food and drink choices) can impact on dental health • how to limit infection from bacteria and viruses through hygiene routines • how to perform basic first aid for common injuries; how and when to contact emergency services • how to communicate how they are feeling and recognise early signs of illness 	<p>St John Ambulance: 'First Aid Training in School' lesson plans, KS2</p> <p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education</p>

YEAR 5 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> <p>PoS refs: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10</p>	<ul style="list-style-type: none"> about mutual respect, being polite and how personal behaviour can affect others how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles how to behave respectfully online about stereotypes and how they influence behaviour about the impact of bullying and hurtful behaviour, including online strategies for responding to bullying and hurtful behaviour witnessed or experienced how to challenge discrimination, seek help and report concerns 	<p>CEOP - Play, Like, Share</p> <p>Home Office - Disrespect NoBody</p> <p>Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</p> <p>Changing Faces - A World of Difference</p> <p>Internet Matters - Digital Matters</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>Sure – Breaking Limits</p>
Autumn 2	<p>Mental wellbeing: Taking care of mental health; Managing challenges; Seeking support for themselves and others</p> <p>PoS refs: H15, H16, H17, H18, H19, H20, H21, H22, H24</p>	<ul style="list-style-type: none"> about mental health, what it means and how to take care of it how feelings and emotions are affected at changing, challenging or difficult times ways of managing these feelings how to seek support and advice when needed 	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Sure – Breaking Limits</p>
Spring 1	<p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM</p> <p>PoS refs: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11</p>	<ul style="list-style-type: none"> about the role of trust, respect and boundaries in healthy relationships (including friendships and family) how to recognise if a friendship is making them feel uncomfortable or unsafe how to maintain and respect privacy and boundaries, including online how to recognise different types of physical contact and what is, or is not, acceptable about seeking and giving/not giving permission in different situations how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM¹ 	<p>CEOP – Play, Like, Share</p> <p>Home Office - Disrespect NoBody</p> <p>PSHE Association - Keeping safe: FGM</p> <p>Internet Matters - Digital Matters</p> <p>Our Class - Caring Friendships</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>PSHE Association - pick your pics</p> <p>GHLL - Understanding consent</p> <p>NSPCC – Talk PANTS</p> <p>The Rez</p>

¹ Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

<p>Spring 2</p>	<p>Careers: Career types; challenging career stereotypes; enterprise project –</p> <p><i>CROSS-YEAR, GROUP WITH Y7</i></p> <p>PoS refs: R32, L9, L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) • about the range of careers that people can have • about career paths and changing types of jobs over the course of a lifetime • about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay) • to identify the kind of job they may like to do when older • Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role. 	<p>LOUD! Network - Job skills, influences and goals</p>
<p>Summer 1</p>	<p>Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> <p>PoS refs: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1</p>	<ul style="list-style-type: none"> • about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs) • about the laws regarding the use of substances • about why people choose to use or not use substances • about the mixed messages in the media about substances • how to seek help and about support organisations 	<p>PSHE Association – Drug and Alcohol Education</p>
<p>Summer 2</p>	<p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p> <p>PoS refs: H1, H2, H3, H7, H12, H13, H16, H38</p>	<ul style="list-style-type: none"> • about the benefits of exercise to mental and physical health • about risks associated with an inactive lifestyle • to identify opportunities for physical activity • about the benefits of the internet and the importance of balancing time online with other activities • how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - Keeping safe: sun safety</p> <p>Sure – Breaking Limits</p>

YEAR 6 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities</p> <p>PoS refs: H25, H26, H27, H28, H29, H35, R32, L25, L26</p>	<ul style="list-style-type: none"> • about what contributes to who we are (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) • how to recognise positive things about themselves and their achievements • how to set goals to help achieve personal outcomes • how to manage setbacks and perceived failures • how to reframe unhelpful thinking • about new opportunities and responsibilities that come from increasing independence 	<p>PSHE Association - Personal identity</p> <p>NSPCC Talk Relationships</p>
Autumn 2	<p>Puberty and reproduction: Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made</p> <p>PoS refs: H17, H31, H33, H34, L3</p>	<ul style="list-style-type: none"> • how to manage change – new roles and responsibilities as they grow up • how to manage the physical and emotional changes that happen during puberty • about adult relationships and the human life cycle • about human reproduction; how a baby is made and how it grows 	<p>Medway Public Health Directorate - Changing and growing up</p> <p>Every Mind Matters – Puberty</p>
Spring 1	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<ul style="list-style-type: none"> • how choices can affect a healthy lifestyle • about what constitutes a healthy diet and how to plan healthy meals • how bacteria and viruses can affect health • hygiene routines to limit the spread of infection • how to take responsibility for personal hygiene during adolescence • how medicines contribute to health, and how to use them responsibly and safely 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association – Drug and Alcohol Education</p> <p>Curiosity Library (£)</p> <p>Sure – Breaking Limits</p>

	PoS refs: H1, H2, H3, H6, H9	<ul style="list-style-type: none"> • how to manage allergies including how to respond in an emergency • about how vaccines and immunisations can prevent some diseases 	
Spring 2	<p>Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p> <p>PoS refs: H16, H23, H24, H36, R30, L4</p>	<ul style="list-style-type: none"> • how positive friendships can support wellbeing • how friendships change (including context such as moving home or schools) • how to manage change in different contexts (including loss and bereavement) • accessing appropriate support during times of change • about empathy and how people can help to support each other in times of difficulty 	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Every Mind Matters – Transition to secondary school</p> <p>Winston's Wish – Loss and bereavement</p> <p>NSPCC Talk Relationships</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p> <p>The Rez</p>
Summer 1	<p>Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p> <p>PoS refs: H37, H38, H42, R29, L1, L11, L12, L13, L14, L16, L23</p>	<ul style="list-style-type: none"> • about the role of the internet in everyday life • about the positive and negative uses and effects of the internet and social media • how data is shared and used online, and how information can be targeted • how images and information online can be manipulated or invented • strategies to evaluate reliability of sources and identify misinformation • how and why to choose age-appropriate media including TV, film, games and online content • about risk in relation to gambling, including online • how to manage influences in relation to gambling 	<p>BBFC – Let's watch a film</p> <p>CEOP – Play, Like, Share</p> <p>Newswise</p> <p>City of London Police - Cyber Detectives</p> <p>Internet Matters - Digital Matters</p> <p>PSHE Association - Money and wellbeing</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>PSHE Association - pick your pics</p>
Summer 2	<p>Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p> <p>PoS refs: H37, H38, H41, H42, R1, R12, R18, R22, R23, R24, R25, R27, R29, L11, L15, L16</p>	<ul style="list-style-type: none"> • about opportunities to connect with others, including friends, online • about what it means to 'know someone online' and how this differs to knowing someone face to face • about why someone may behave differently online, including pretending to be someone they are not • how to manage the risks of communicating online with others not known face-to-face • strategies to respond to harmful behaviour, including online • how to report concerns and access help or advice 	<p>Home Office – Disrespect NoBody</p> <p>CEOP – Play, Like, Share</p> <p>Internet Matters - Digital Matters</p> <p>Every Mind Matters - One-to-one relationships</p> <p>Our Class - Caring Friendships</p> <p>National Cyber Security Centre - CyberSprinters</p> <p>PSHE Association - pick your pics</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p>

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p> <p>PoS refs: L15, L16, L17, L18, L19, L21, L27</p>	<ul style="list-style-type: none"> about financial choices including saving, spending and budgeting about attitudes and values in relation to finance, including debt and pay day loans how to manage influences over financial decisions how to manage emotions in relation to finance to recognise risk and financial exploitation and access help and advice 	<p>Cifas: Anti-fraud</p> <p>Bank of England: econoME</p> <p>Media Smart - Piracy: what's the big deal?</p>
Autumn 2	<p>Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p> <p>PoS refs: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34</p>	<ul style="list-style-type: none"> how to manage influences on healthy lifestyle choices including diet and physical activity about the link between sleep and wellbeing how to maintain healthy sleep habits how to balance time between school work, leisure, exercise and time spent outdoors and online how to manage influences on, and maintain, good oral hygiene and dental health strategies to manage stress, puberty and the physical and mental changes that are a part of growing up how to access health services 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - The Sleep Factor</p> <p>Medway Public Health Directorate - Relationships and sex education schemes of work for KS3</p> <p>Every Mind Matters - Sleep; Online Stress and FOMO</p> <p>PSHE Association - Dental Health</p> <p>AYPH: A fair and equal opportunity to be healthy (KS3)</p> <p>Canesten - The Truth, Undressed</p> <p>NSPCC Talk Relationships</p> <p>University of Bristol - EDUCATE (the HPV vaccine)</p> <p>Highgate School & NHS Barts - Testicular Health</p> <p>Sure - Breaking limits</p>
Spring 1	<p>Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use</p> <p>PoS refs: H5, H23, H24, H25, H26, H27, H28, H29</p>	<ul style="list-style-type: none"> about substance use and misuse, including laws relating to this about the effects of alcohol, tobacco, nicotine and e-cigarettes about attitudes and social norms regarding substances about dependence, including the over-consumption of caffeine-based energy drinks how to safely use over the counter and prescription medications how to manage peer influence in relation to substance use 	<p>Every Mind Matters - Smoking</p> <p>Every Mind Matters - Alcohol</p> <p>PSHE Association - Drug and Alcohol Education</p>

<p>Spring 2</p>	<p>Careers:</p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>CROSS-YEAR, GROUP WITH Y5</p> <p>PoS Refs: R15, R16, L1, L4, L5, L11, L13</p>	<ul style="list-style-type: none"> • how to be enterprising • about different types of career and work patterns • how to identify abilities and qualities required for different careers • about young people's employment rights • about ethical and unethical business practices and consumerism • Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group. 	<p>Bank of England - econoME</p> <p>Environment Agency - Careers for change</p>
<p>Summer 1</p>	<p>Relationships:</p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p>PoS refs: R1, R2, R5, R9, R10, R11, R14, R16, R18, R27, R37, R39, L21, L25</p>	<ul style="list-style-type: none"> • about different types of relationships and the qualities and behaviours associated with positive relationships • about media stereotypes and their effect on relationship expectations • how to manage expectations for romantic relationships • how to manage strong feelings in relationships • how to identify unhealthy relationships and seek support when necessary • about the concept of consent • how to seek and give/not give consent in a variety of contexts 	<p>PSHE Association: Consent lesson packs</p> <p>Medway Public Health Directorate Relationships and Sex Education</p> <p>Disrespect NoBody</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p> <p>Commitment: what does it mean?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>Home Office - Preventing Involvement in Serious and Organised Crime</p> <p>NCA-CEOP – Respecting me, you, us</p> <p>NSPCC Talk Relationships</p> <p>Every Mind Matters - One-to-one relationships</p>
<p>Summer 2</p>	<p>Friendships and diversity:</p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p>PoS refs: R1, R3, R4, R5, R9, R13, R14, R16, R17, R19, R37, R38, R39, R40, R41, R42, L20, L22, L23, L26, L27</p>	<ul style="list-style-type: none"> • how to develop self-worth and confidence to support decision making • to manage influences on beliefs and decisions • strategies for managing group-think and persuasion • about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination • strategies to challenge prejudice-based bullying and discrimination • how to access support services in relation to inclusion or discrimination 	<p>Every Mind Matters – Bullying and Cyberbullying; Forming positive relationships; Positive friendships</p> <p>CRESST: Curious about conflict</p> <p>Changing Faces - A World of Difference</p> <p>Medway Public Health Directorate Relationships and Sex Education</p> <p>NCA-CEOP – Respecting me, you, us</p> <p>NSPCC Talk Relationships</p> <p>PSHE Association – Friendship and bullying</p> <p>PSHE Association – Belonging and community: addressing discrimination and extremism</p>

YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1	<p>Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p> <p>PoS refs: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> • how to identify their life and career aspirations • how to identify personal strengths and skills for employment • how to challenge stereotypes and expectations that limit aspirations • about routes into different careers • how to evaluate progression routes • about how a person's online presence can affect employability • how to manage online presence including on social networking sites • how to manage emotions in relation to future employment 	<p>Changing Faces - A World of Difference</p> <p>Environment Agency - Careers for change</p>
Autumn 2	<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use</p> <p>PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46</p>	<ul style="list-style-type: none"> • how to manage group friendships • how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour • how to manage personal safety in social situations • how to access support and advice in relation to friendship and peer influence issues • about why young people may join gangs and the consequences of gang behaviour • how to access support in relation to gangs • exit strategies for pressurised situations 	<p>NCA: Exploring Cybercrime</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p> <p>PSHE Association – Drug and Alcohol Education</p> <p>PSHE Association - Firework safety</p> <p>Every Mind Matters - One-to-one relationships; Positive friendships</p> <p>PSHE Association – Friendship and bullying</p>
Spring 1	<p>Relationships: Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health</p>	<ul style="list-style-type: none"> • about relationship norms and expectations • about forming new partnerships and developing relationships • the impact of stereotypes on expectations of gender roles, behaviour and intimacy • about gender identity and sexual orientation • to recognise levels of intimacy, including readiness for sex • about the choice to delay sex and the right to enjoy intimacy without sex 	<p>PSHE Association - Consent lesson packs</p> <p>Medway Public Health Directorate Relationships and Sex Education</p> <p>'Commitment: what does it mean?</p> <p>NCA-CEOP – Respecting me, you, us</p> <p>NSPCC Talk Relationships</p>

	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> • effective communication strategies and consent in intimate situations • the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage • about contraception, its role in preventing pregnancy and sexually transmitted infections • how condoms and the pill are used safely • about the HPV vaccination programme • about FGM and forced marriage, and how to access help and support 	<p>Home Office - Disrespect NoBody</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p> <p>Home Office - Something’s Not Right (abuse disclosure)</p> <p>PSHE Association – ‘Keeping safe’ FGM guidance & lesson plan (Year 7-8)</p> <p>Every Mind Matters - One-to-one relationships</p> <p>Freedom Chairty - Forced marriage and FGM</p> <p>PSHE Association – Committed relationships and family life</p>
<p>Spring 2</p>	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> • how to manage personal safety, including when out, travelling, at home and online • how to respond in an emergency situation • how to perform basic first aid, including CPR • when and how to safely use defibrillators 	<p>St John Ambulance: ‘First Aid Training in School’ lesson plans, KS3</p> <p>Home Office - Something’s Not Right (abuse disclosure)</p> <p>PSHE Association - Firework safety</p> <p>Act for Youth: RUN HIDE TELL</p> <p>Motor Insurers’ Bureau – Staying safe on the roads</p>
<p>Summer 1</p>	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> • about attitudes to mental health and how to challenge stigma and misconceptions • ways to promote and maintain emotional wellbeing • how to build resilience and reframe disappointments and setbacks • about the impact of social media on mental health and emotional wellbeing • strategies to develop digital resilience • managing influences, including the media, on body image • about unhealthy coping strategies, including self-harm and eating disorders • about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety • why, when and how to access support for themselves or others 	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Every Mind Matters – Online Stress and FOMO; Body image in a digital world</p> <p>Winston’s Wish - Lessons on loss and bereavement</p>

Summer 2	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change PoS refs: R22, L2, L3, L6, L7, L9,	<ul style="list-style-type: none">• how to review personal strengths and targets• how to identify opportunities to develop strengths and skills• how to set realistic yet ambitious goals for the future• about options available in senior school or key stage 4• how to manage change and transition, including feelings	Every Mind Matters - Dealing with change; Exam Stress PSHE Association – Developing learning skills
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