



Waverton Primary School

PSHE Medium Term Overview

Year 1	POS Reference	Overview	Success Criteria
Year 1 Autumn Term 1 What makes a good team?	Relationships – being part of a team R1, R2, R7, R9, R10, R11, R12, R21, R22, R23, R24. L4, L14. H23	This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	I can talk about the teams I belong to. I can be a good listener. I can explain how to be kind and why it is important. I can talk about unkind behaviour like teasing and bullying. I can explain how to be a positive learner. I can identify good and not-so-good choices.
Year 1 Autumn Term 2 What are you thankful for?	Health and Wellbeing – Think positive H1, H11, H12, H13, H17, H18, H19, H23, H24. R7, R21, R25,	This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.	I can understand how happy thoughts can make me feel good. I can make good choices and consider the impact of my decisions. I can set myself goals and consider how to achieve them. I can discuss my feelings and opinions with others and cope with difficult emotions. I can discuss things I am thankful for and focus on what I do have, rather than what I do not have. I can focus on what is happening now and how I am feeling.
Year 1 Spring Term 1 What makes me part of my community ?	Living in the Wider World – Diverse Britain L1, L2, L3, L4, L5, L6. R21, R23, R25	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means	I can describe ways that I can help my school community. I can describe ways that I can be a good neighbour. I can identify things that help and harm my neighbourhood. I can describe what it is like to live in the British Isles.

		to be British, about diversity and the importance of celebrating and being respectful of our differences.	I can explore how people living in the British Isles can be different and how they are the same. I can talk about being British and living in the British Isles.
Year 1 Spring Term 2 How do you feel today?	Relationships – Be yourself H12, H13, H14, H15, H16, H18, H19, H20, H21, H22, H23. R25	This unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. Children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.	I can talk about what makes me special. I can name some of the different feelings I have and can describe how they feel. I can talk about things I like that make me feel happy. I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. I can discuss how change and loss make me feel. I can share what I think and feel with confidence.
Year 1 Summer Term 1 What can help us grow and stay healthy?	Health and Wellbeing- It’s my body R13, R16, R17, R18, R20 H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H29, H31, H37.	This unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. Understand that babies become children and then adults Know the differences between boy and girl babies. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. NSPCC underpants rule	I know I can choose what happens to my body. I can make healthy choices about sleep and exercise. I can make healthy choices about food and drink. I know how to keep my body clean. I know what is safe to eat or drink. I can choose to keep my mind and body healthy and safe.
Year 1 Summer Term 2 What jobs do people do?	Living in the Wider World – Aiming high H20, H21, H23, H24. L14, L15, L16, L17. R23,R25	In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.	I can think of star qualities I already have and those I would like to develop. I can explain how a positive learning attitude can help me. I can talk about jobs that people can do and tell my friends what I want to be when I grow up. I can understand that it is a person’s interests and skills that make them suited to doing a job. I can think about things I would like to achieve in the future. I can think about changes, which might happen to me and consider how I feel about them.

Year 2	POS Reference	Overview	Success Criteria
<p>Year 2 Autumn Term 1</p> <p>Who is special to us?</p>	<p>Relationships - VIPs</p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R16,R21, R24, R25</p> <p>H14, H16, H23, H33</p>	<p>This unit explores the Very Important Persons (VIPs) in children’s lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>	<p>I can talk about the very important people in my life and explain why they are special.</p> <p>I can describe why families are important.</p> <p>I can describe what makes someone a good friend.</p> <p>I can describe ways to help resolve arguments and disagreements without being unkind.</p> <p>I can describe how I can show my special people that I care about them and I understand why this is important.</p>
<p>Year 2 Autumn Term 2</p> <p>What helps us to stay safe?</p>	<p>Health and Wellbeing - Safety</p> <p>H8, H28, H29, H30, H31, H32, H33, H35</p> <p>R13, R14, R15, R16, R18, R19, R20</p>	<p>In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p>	<p>I know how to stay safe and who can help if I feel unsafe.</p> <p>I know how to stay safe at home.</p> <p>I know how to stay safe when I am out and about.</p> <p>I can keep myself safe in different situations with people I do not know.</p> <p>I know what I can share and what I should keep private to keep myself and others safe.</p> <p>I know who to go to if I need help.</p>
<p>Year 2 Spring Term 1</p> <p>How can we look after each other and the world?</p>	<p>Living in the Wider World – One World</p> <p>L1, L2, L3, L6</p> <p>R2, R3, R4</p>	<p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth’s resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>	<p>I can explore family life in different countries and say how it is the same as mine and how it is different.</p> <p>I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p> <p>I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</p> <p>I can explore places where people live which are different from where I live.</p> <p>I can think about how people use things from the earth and what problems this can cause.</p>

			I can say why it is important to care for the earth and identify how I can help protect it.
Year 2 Spring Term 2 How can I use the internet safely?	Relationships – Digital Wellbeing R10, R11, R12, R14, R15 L7, L8, L9 H28, H34	This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.	I can talk about ways in which the Internet is useful. I know how to balance screen time with other activities and understand why this is important. I know how to stay safe online. I can explain why we keep personal information private. I know how to communicate online in ways that show kindness and respect. I understand that not everything on the Internet is true.
Year 2 Summer Term 1 What can we do with money?	Living in the Wider World – Money L10, L11, L12, L115, L16	This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.	I can explain the different forms money comes in. I can explain where money comes from. I can explain how to keep money safe and why this is important. I can explain choices I have about spending money and why it is important to keep track of what I spend. I can explain the difference between things we want and things we need. I can explain what happens when we go shopping.
Year 2 Summer Term 2 What is the same and different about us?	Health and Wellbeing – Growing up H20, H22, H25, H26, H27 R3, R4, R5, R13, R16, R19, R20, R23	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences. Christopher Winter lessons -Keeping Clean, Growing and Changing, Families and Care. NCPCCC underpants Rule	I understand that babies become children and then adults. I know the differences between boy and girl babies. I can name the main parts of boys' and girls' bodies. I understand how to respect my own and other people's bodies. I understand that we are all different and different people like different things. I know that all families are different.

Year 3	POS Reference	Overview	Success Criteria
Year 3 Autumn Term 1	Relationships – being part of a team. R11, R17, R30, H18, H19, H24, H36 L4, L6, L30	This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	I can talk about changes and how they might make me feel. I can explain how and why we should work well as a team. I can describe how my actions and behaviour affect my team. I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them. I can talk about my responsibilities towards my team.
Year 3 Autumn Term 2	Health and Wellbeing – Think positive H3, H4, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, H28, H29, H36 R13	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	I understand that having a positive attitude is good for our mental health. I can recognise and manage positive and negative thoughts effectively. I can use mindfulness techniques to keep calm. I can identify uncomfortable emotions and manage them effectively. I can apply a positive attitude towards learning and take on new challenges.
Year 3 Spring Term 1	Living in the Wider World – Diverse Britain L1, L2, L3, L4, L6, L7, L8, L9, L10 H25, R21, R31, R32, R33, R34	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.	I can describe what it is like to live in the British Isles. I can talk about what democracy is and understand why it is important. I can talk about what rules and laws are and identify how they help us. I can talk about what liberty means and I can identify the rights of British people. I can describe a diverse society and talk about why it is important. I can explain what being British means to me and to others.
Year 3 Spring Term 2	Relationships – Be yourself	This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children	I can say the things about myself that I am proud of. I can identify the feelings I have and describe how different emotions feel. I can describe different ways to cope with any

	<p>R13, R15, R28, R29, R31,</p> <p>H17, H18, H19, H20, H23, H24, H25, H26, H27, H28, H29, H30</p> <p>L4, L11, L16</p>	<p>will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes, both in person or online, and the importance of learning from these.</p>	<p>uncomfortable feelings I may have and understand why this is important.</p> <p>I know how to be assertive.</p> <p>I can explore messages given by the media and decide if they are helpful or harmful.</p> <p>I can identify different strategies I can use if I make a mistake.</p>
<p>Year 3 Summer Term 1</p>	<p>Health and Wellbeing – Growing up</p>	<p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feeling’s in response to life experiences.</p> <p>Christopher Winter lessons – Difference, Male and Female animals and Naming Body parts.</p>	<p>I understand that some people have fixed ideas about what boys and girls can do.</p> <p>I can describe some difference between male and female animals.</p> <p>I can describe how I have changed since I was a baby.</p> <p>I can describe the physical differences between males and females.</p> <p>I can name the male and female body parts.</p> <p>I can describe how I will change as I get older.</p> <p>I can describe things that might change in a person’s life and how it might make them feel.</p>
<p>Year 3 Summer Term 2</p>	<p>Living in the Wider World – Aiming High</p> <p>L14, L15, L16, L17</p> <p>H20, H21, H23, H24, R23, R25</p>	<p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p>	<p>I can think of star qualities I already have and those I would like to develop.</p> <p>I can explain how a positive learning attitude can help me.</p> <p>I can talk about jobs that people can do and tell my friends what I want to be when I grow up.</p> <p>I can understand that it is a person’s interests and skills that make them suited to doing a job.</p> <p>I can think about things I would like to achieve in the future.</p> <p>I can think about changes which might happen to me and consider how I feel about them.</p>

Year 4	POS Reference	Overview	Success Criteria
Year 4 Autumn Term 1	Relationships – VIPs R1, R6, R8, R9, R10, R11, R14, R15, R16, R17, R19, R20, R21, R22, R25, R26, R27, R30 L10	This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.	I can explain the importance of respecting my VIPs. I can explain how to make and keep fabulous friends. I can identify my own support network. I can demonstrate strategies for resolving conflicts. I can identify what bullying is. I know what to do if someone is being bullied.
Year 4 Autumn Term 2	Health and Wellbeing – Safety first H35, H37, H38, H39, H40, H41, H43, H44, H46, H47, H48, H49, H50 R9, R18, R24, R28, R29,	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.	I can be responsible for making good choices to stay safe and healthy. I can identify a risky situation and act responsibly. I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about. I know about dangerous substances and how they affect the human body. I know how to respond in emergency situations.
Year 4 Spring Term 1	Living in the Wider World – One World L2, L3, L4 L5, L7, L8, L9, L19 R32, R34,	This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.	I can discuss ways in which people's lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair. I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this. I can explain what climate change is and how it affects people's lives as well as identify what I can do to help.

<p>Year 4 Spring Term 2</p>	<p>Relationships – Digital Wellbeing</p> <p>R12, R15, R19, R20, R21, R22, R23, R24, R28,</p> <p>H13, H37, H42</p> <p>L11, L12, L13, L14, L16,</p>	<p>This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.</p>	<p>I can identify the positives and negatives of being online.</p> <p>I can be kind online and I can help make the Internet a safer place.</p> <p>I know how to stay safe when communicating online and what to do if I don't feel safe.</p> <p>I can decide how reliable online information is and know how to share information responsibly online.</p> <p>I can identify things we shouldn't share online and give reasons why we shouldn't share them.</p> <p>I understand how technology can affect our wellbeing in different ways.</p>
<p>Year 4 Summer Term 1</p>	<p>Living in the Wider World – Money Matters</p> <p>L17, L18, L19, L20, L21. L22, L23, L24. L26, L29, L31, L32,</p>	<p>This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including considering the impact of ethical spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.</p>	<p>I can explain what skills are needed for a range of jobs and why people go to work.</p> <p>I can explain the different ways people pay for things.</p> <p>I can discuss financial risk and borrowing and explain some consequences of this</p> <p>I can explain choices we have about spending money</p> <p>I can explain how adverts try to influence our spending and why they do this.</p> <p>I can explain ways I can keep track of what I spend and why it is important to do this.</p>
<p>Year 4 Summer Term 2</p>	<p>Health and Wellbeing – It's my body</p> <p>H1, H2, H3, H4, H6, H7, H8, H9, H10, H11, H12, H14, H38, H45, H46, H48</p> <p>R18, R25, R26, R27</p>	<p>This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p>Christopher Winter lessons – Differences: Male and Female, Personal Space and Family differences.</p>	<p>I can choose what happens to my body and I can get help with any concerns.</p> <p>I know how to keep my body healthy.</p> <p>I know why it is important to get enough sleep.</p> <p>I understand the importance of hygiene and what to do if I feel unwell.</p> <p>I know how to take medicine safely and keep safe around drugs.</p> <p>I know how to make better choices and choose healthy habits.</p> <p>I know some differences and similarities between males and females.</p> <p>I can name male and female body parts using agreed words.</p> <p>I understand that all families are different and have different family members</p>

Year 5	POS Reference	Overview	Success Criteria
Year 5 Autumn Term 1	<p>Relationships – being part of a team</p> <p>R10, R11 R13, R14, , R17, R19, R20, R21, R30, R31, R32, R33, R34,</p> <p>L1, L4, L5, L30,</p> <p>H23,</p>	<p>This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring team members and the shared responsibilities a team has.</p>	<p>I can talk about the attributes of a good team.</p> <p>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</p> <p>I can compromise and collaborate to ensure a task is completed.</p> <p>I can reflect on the need to care for individuals within a team.</p> <p>I can identify hurtful behaviour and suggest ways I can help.</p> <p>I can understand the importance of shared responsibilities in helping a team to function successfully.</p>
Year 5 Autumn Term 2	<p>Health and Wellbeing – Think Positive</p> <p>H2, H3, H4, H15, H16, H18, H19, H20, H21, H22, H24, H29</p> <p>R13, R30</p>	<p>This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>	<p>I understand the link between thoughts, feelings and behaviours.</p> <p>I understand the concept and impact of positive thinking.</p> <p>I can recognise and manage uncomfortable feelings.</p> <p>I understand the importance of making good choices.</p> <p>I can use mindfulness techniques in my everyday life.</p> <p>I can apply a growth mindset in my everyday life.</p>
Year 5 Spring Term 1	<p>Living in the Wider World – Diverse Britain</p> <p>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10</p>	<p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about</p>	<p>I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</p> <p>I can explain what a community is and what it means to belong to one.</p> <p>I can explain why and how laws are made and identify</p>

	H25, R21, R33,	the workings of local and national government and the role of charities and voluntary groups in British society.	what might happen if laws are broken. I can discuss the terms democracy and human rights in relation to local government. I can discuss the terms democracy and human rights in relation to national government. I can investigate what charities and voluntary groups do and how they support the community.
Year 5 Spring Term 2	Relationships – Be Yourself R6, R11, R15, R17, R28, R29, R31, H3,H17, H18, H19, H20,H23, H28, H29	This unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.	I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make amends.
Year 5 Summer Term 1	Health and Wellbeing – H17, H18, H19, H20, H30, H31, H33, H34	This topic builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn that the male body makes and stores sperm and that the female body makes and stores the eggs. They will learn that when the sperm and the egg meet, they join together and form the start of a baby. They also learn about different relationships and family structures. Christopher Winter lessons – Growing and Changing, What is Puberty? Puberty Changes and Reproduction.	I can describe male and female body parts and explain what these are for. I can describe how boys’ bodies will change as they go through puberty. I can describe how girls’ bodies will change as they go through puberty. I can describe the feelings that some people experience as they grow up. I understand that there are many different types of relationships and families. I know how to get support and help during puberty.
Year 5 Summer Term 2	Living in the Wider World – Aiming High L25, L26, L27, L28, L29, L30, L31, L32 H28	In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that	I can understand how people learn new things and achieve certain goals. I can understand that a helpful attitude towards learning can help us succeed in life. I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.

		are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.	<p>I can understand that gender, race and social class do not determine what jobs people can do.</p> <p>I can understand there are a variety of routes into different jobs which may match my skills and interests.</p> <p>I can discuss my goals for the future and the steps I need to take to achieve them.</p>
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Year 6	POS Reference	Overview	Success Criteria
Year 6 Autumn Term 1	<p>Relationships – VIPs</p> <p>R1, R5, R6, R7, R8, R9, R11, R15, R17, R18, R26, R27, R28, R29, R30, R33,</p>	<p>This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.</p>	<p>I can explain how VIPs who love and care for each other should treat each other.</p> <p>I can identify different ways to calm down when I am feeling angry or upset.</p> <p>I understand that people have different opinions that should be respected.</p> <p>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>I can recognise healthy and unhealthy relationships.</p>
Year 6 Autumn Term 2	<p>Health and Wellbeing – Safety first</p> <p>H11, H14, H35, H37, H38, H39, H40, H41, H43, H44</p> <p>R28</p>	<p>In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.</p>	<p>I can take responsibility for my own safety.</p> <p>I can assess and manage risks in different situations.</p> <p>I can confidently identify and manage pressure to get involved in risky situations.</p> <p>I can act sensibly and responsibly in an emergency.</p> <p>I can identify hazards and reduce risks to keep myself and others safe at home.</p> <p>I know how to stay safe in different outdoor environments.</p>
Year 6 Spring Term 1	<p>Living in the Wider World – One World</p> <p>L2, L3, L4, L5, L19</p>	<p>This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the</p>	<p>I can talk about and understand how we can be responsible global citizens.</p> <p>I can describe what global warming is and what we can do to help prevent it from getting worse.</p> <p>I can explain how our energy use can harm the environment and describe what we can do to help.</p>

		harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.	<p>I can describe how we can use water responsibly and understand the importance of doing this.</p> <p>I can understand what biodiversity is and explain the importance of doing all we can to encourage it.</p> <p>I can make choices which make the world a better place and that help people across the world.</p>
Year 6 Spring Term 2	<p>Relationships – Digital Wellbeing</p> <p>R19, R20, R21, R22, R23, R24, R28</p> <p>L11, L12, L13, L14, L15, L16,</p> <p>H13, H37, H42</p>	<p>This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of ‘fake news’ will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p>	<p>I can identify the benefits of the Internet and know how to look after my digital wellbeing.</p> <p>know how to stay safe, healthy and happy online and when I use digital technology.</p> <p>know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</p> <p>I know how to use social media responsibly to protect the health, wellbeing and rights of all.</p> <p>I know what online bullying is and what to do if I see or experience it to help make it stop.</p> <p>I understand not all information online is true and know how to assess the reliability of both text and images.</p>
Year 6 Summer Term 1	<p>Living in the Wider World – Money Matters</p> <p>L17, L18, L19, L20, L21, L22, L23, L24</p>	<p>This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. They will also explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us. Having learnt about ways we can spend money, children will also learn about budgeting and discuss how to prioritise our spending. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax and by making ethical choices.</p>	<p>I can explain some financial risks we might encounter and can discuss how we can avoid them.</p> <p>I understand how retailers try to influence our spending.</p> <p>I can discuss choices we have when we spend our money.</p> <p>I can explain why we need to budget and how to make one.</p> <p>I can discuss reasons and consequences of borrowing money.</p> <p>I can explain the impact spending has on our environment.</p>

<p>Year 6 Summer Term 2</p>	<p>Health and Wellbeing – It’s My Body H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H14, H26, H27, H45, H46, H47, H48, H49, H50</p> <p>R18, R25, R26, R27, R28 L9, L16</p>	<p>In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</p> <p>Christopher Winter lessons – Talking about puberty, Male and Female Changes and Puberty and Hygiene.</p>	<p>I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I know how to take care of my changing body I understand the harmful effects of using drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health.</p>
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