

Year 1 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p>	<ul style="list-style-type: none"> ● about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers ● the role these different people play in children’s lives and how they care for them ● what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. ● about the importance of telling someone — and how to tell them — if they are worried about something in their family
	<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p>	<ul style="list-style-type: none"> ● about situations when someone’s body or feelings might be hurt and whom to go to for help ● about what it means to keep something private, including parts of the body that are private ● to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) ● how to respond if being touched makes them feel uncomfortable or unsafe ● when it is important to ask for permission to touch others ● how to ask for and give/not give permission
	<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p>	<ul style="list-style-type: none"> ● what kind and unkind behaviour mean in and out school ● how kind and unkind behaviour can make people feel ● about what respect means ● about class rules, being polite to others, sharing and taking turns

Year 2 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p>	<ul style="list-style-type: none"> ● how to be a good friend, e.g. kindness, listening, honesty ● about different ways that people meet and make friends ● strategies for positive play with friends, e.g. joining in, including others, etc. ● about what causes arguments between friends ● how to positively resolve arguments between friends ● how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<ul style="list-style-type: none"> ● how to recognise hurtful behaviour, including online ● what to do and whom to tell if they see or experience hurtful behaviour, including online ● about what bullying is and different types of bullying ● how someone may feel if they are being bullied ● about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help ● how to resist pressure to do something that feels uncomfortable or unsafe ● how to ask for help if they feel unsafe or worried and what vocabulary to use
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<ul style="list-style-type: none"> ● about the things they have in common with their friends, classmates, and other people ● how friends can have both similarities and differences ● how to play and work cooperatively in different groups and situations ● how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Year 3 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p>	<ul style="list-style-type: none"> ● to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents ● that being part of a family provides support, stability and love ● about the positive aspects of being part of a family, such as spending time together and caring for each other ● about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty ● to identify if/when something in a family might make someone upset or worried ● what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<ul style="list-style-type: none"> ● What is appropriate to share with friends, classmates, family and wider social groups including online ● about what privacy and personal boundaries are, including online ● basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision ● that bullying and hurtful behaviour is unacceptable in any situation ● about the effects and consequences of bullying for the people involved ● about bullying online, and the similarities and differences to face-to-face bullying ● what to do and whom to tell if they see or experience bullying or hurtful behaviour
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<ul style="list-style-type: none"> ● To recognise respectful behaviours e.g. helping or including others, being responsible ● how to model respectful behaviour in different situations e.g. at home, at school, online ● the importance of self-respect and their right to be treated respectfully by others ● what it means to treat others, and be treated, politely

		<ul style="list-style-type: none">● the ways in which people show respect and courtesy in different cultures and in wider society
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Year 4 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>Positive friendships, including online</p>	<ul style="list-style-type: none"> ● about the features of positive healthy friendships such as mutual respect, trust and sharing interests ● strategies to build positive friendships ● how to seek support with relationships if they feel lonely or excluded ● how to communicate respectfully with friends when using digital devices ● how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know ● what to do or whom to tell if they are worried about any contact online
	<p>Safe relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<ul style="list-style-type: none"> ● to differentiate between playful teasing, hurtful behaviour and bullying, including online ● how to respond if they witness or experience hurtful behaviour or bullying, including online ● recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable ● how to manage pressures associated with dares ● when it is right to keep or break a confidence or share a secret ● how to recognise risks online such as harmful content or contact ● how people may behave differently online including pretending to be someone they are not ● how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	<p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p>	<ul style="list-style-type: none"> ● to recognise differences between people such as gender, race, faith ● to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations ● about the importance of respecting the differences and similarities between people ● a vocabulary to sensitively discuss difference and include everyone

Year 5 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>Managing friendships and peer influence</p>	<ul style="list-style-type: none"> ● what makes a healthy friendship and how they make people feel included ● strategies to help someone feel included ● about peer influence and how it can make people feel or behave ● the impact of the need for peer approval in different situations, including online ● strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication ● that it is common for friendships to experience challenges ● strategies to positively resolve disputes and reconcile differences in friendships ● that friendships can change over time and the benefits of having new and different types of friends ● how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable ● when and how to seek support in relation to friendships
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p>	<ul style="list-style-type: none"> ● to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations ● how to ask for, give and not give permission for physical contact ● how it feels in a person's mind and body when they are uncomfortable ● that it is never someone's fault if they have experienced unacceptable contact ● how to respond to unwanted or unacceptable physical contact ● 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 ● whom to tell if they are concerned about unwanted physical contact

	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<ul style="list-style-type: none">● to recognise that everyone should be treated equally● 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● what discrimination means and different types of discrimination e.g. racism, sexism, homophobia● to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment● the impact of discrimination on individuals, groups and wider society● ways to safely challenge discrimination● how to report discrimination online
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Year 6 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Autumn - Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p>	<ul style="list-style-type: none"> ● what it means to be attracted to someone and different kinds of loving relationships ● that people who love each other can be of any gender, ethnicity or faith ● the difference between gender identity and sexual orientation and everyone’s right to be loved ● about the qualities of healthy relationships that help individuals flourish ● ways in which couples show their love and commitment to one another, including those who are not married or who live apart ● what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults ● that people have the right to choose whom they marry or whether to get married ● that to force anyone into marriage is illegal ● how and where to report forced marriage or ask for help if they are worried
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p>	<ul style="list-style-type: none"> ● to compare the features of a healthy and unhealthy friendship ● about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong ● strategies to respond to pressure from friends including online ● how to assess the risk of different online ‘challenges’ and ‘dares’ ● how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable ● how to get advice and report concerns about personal safety, including online ● what consent means and how to seek and give/not give permission in different situations

	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<ul style="list-style-type: none">● about the link between values and behaviour and how to be a positive role model● how to discuss issues respectfully● how to listen to and respect other points of view● how to constructively challenge points of view they disagree with● ways to participate effectively in discussions online and manage conflict or disagreements
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