

Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
F1 / F2	<p>Telling you about their family.</p> <p>Knowing how to make new friends.</p> <p>Understand how to make friends when lonely.</p> <p>Knowing that all families are different.</p>	<p>Knowing what to say and do if someone is mean to them.</p> <p>Demonstrate a sense of self as an individual e.g., want to do things independently, say 'no' to an adult.</p> <p>Talk about feelings using words like happy, sad, angry, or worried.</p> <p>Finds solutions to conflicts and rivalries.</p>	<p>Knowing what being responsible means.</p> <p>Using kind and gentle hands, understanding that it is good to be kind to people.</p> <p>Working together to consider other people's feelings.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Knowing there are lots of different houses and homes.</p> <p>Knowing how it feels to belong and that we are all similar and yet different.</p> <p>Telling others one way they are special and unique.</p> <p>Developing their sense of responsibility and membership of a community.</p> <p>Showing care and concern for the environment and living things.</p> <p>Knowing there are different countries in the world.</p>	<p>Knowing that we can use computers and tablets to help us.</p>	<p>Playing in a group, extending, and elaborating play ideas. e.g., building up a role play activity.</p> <p>Using some number names accurately in play.</p>	<p>Knowing things that they can do and some foods they can eat to be healthy.</p> <p>Telling adults when hungry or tired or when they want to rest or play.</p> <p>Observing the effects of activity on their bodies.</p> <p>Making healthy choices about food, drink and toothbrushing.</p> <p>Manage basic hygiene and personal needs. Including dressing, toileting and healthy food choices.</p>	<p>Naming parts of the body and show respect for myself.</p> <p>Knowing that they grow and change.</p> <p>Knowing that they start as babies and grow into children then adults.</p>	<p>Using words to stand up for themselves.</p> <p>Showing confidence in asking adults for help.</p> <p>Understanding that things must be used safely.</p>
F2 / Y1	<p>Describing themselves and people in their family.</p> <p>Telling you why their home is special to them.</p> <p>Making friends; feeling lonely and getting help</p>	<p>Being confident to say, "Stop it, I don't like it; ask for help when needed.</p> <p>Knowing what it means to keep something private, including parts of the body that are private.</p>	<p>Understanding children's rights and knowing that we all should be allowed to learn and play.</p> <p>Knowing how our actions affect others; know some behaviour is unacceptable; manners.</p>	<p>Understanding that dropping litter is bad for the environment; name some places in the local area.</p> <p>Knowing about similarities and differences between them and others, and among families,</p>	<p>Knowing SMART rules; begin to understand that everything on computers has been created by a person.</p>	<p>Knowing different jobs, why we come to school, earning money.</p> <p>Talking about the lives of people around them and their roles in society.</p> <p>Understanding the link between what I</p>	<p>Knowing why sleep is important; name some healthy foods; changes when we exercise</p> <p>Explaining what is needed to keep safe and healthy.</p> <p>Understanding the need to exercise and</p>	<p>Knowing that living things live, grow and die.</p> <p>Talking about changes, adjusting behaviour to different situations and changes of routine in their stride.</p>	<p>Being confident to say, "stop it, I don't like it".</p> <p>Knowing what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Identifying people who they can ask for</p>

Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

		Identifying different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)	Explaining the reasons we have rules, knowing right from wrong and behaving accordingly. Aware of boundaries and behaviour expectations.	communities and traditions.		learn now and the job I might do when I'm older. Identifying some of the jobs I do in my family.	Keep my body healthy. Knowing moving and resting are good for the body. Washing hands thoroughly and understand why it is important especially before I eat and after I go to the toilet.	Naming parts of the body. Understanding that we all grow from babies to adults.	help if they are worried and think about how they might do that.
Y1 / Y2	Identifying their special people (family, friends, carers) and how they should care for each other. Knowing the roles of different people; families, feeling cared for. Listening to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	Knowing about situations when someone's body or feelings might be hurt and whom to go to for help. Knowing how to respond if being touched makes them feel uncomfortable or unsafe. Knowing when it is important to ask for permission to touch others. Knowing how to ask for and give/not give permission. Recognising privacy, staying safe; seeking permission.	Recognising our behaviour can affect others. Knowing what kind and unkind behaviour means in and out school. Knowing how kind and unkind behaviour can make people feel. Knowing about what respect means. Knowing about class rules, being polite to others, sharing and taking turns. Recognising things in common and differences; playing and working co-operatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community, contributing to the life of the classroom and school. Exploring ways in which they are all unique. Construct and explore the importance of rules, caring for others' needs; looking after the environment. Exploring and understand that everyone has rights and responsibilities.	Knowing how the internet and digital devices can be used safely to find things out and to communicate with others, its role in everyday life and that not all information seen online is true.	Knowing that different jobs available to us in the community. Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. Understanding how to keep money safe and what influences choices.	Exploring what a healthy lifestyle means. Recognising what they like and dislike. Recognising that choices can have good and not so good consequences. Setting simple goals. Recognising the importance of personal hygiene. Developing simple skills to help prevent diseases spreading. Exploring the importance of physical, mental and emotional health Understanding the role of drugs as medicines.	Knowing the process of growing from young to old. Exploring growing and changing and becoming independent. Identifying and naming the main parts of the body including external genitalia (e.g. vagina, penis, testicles) (Non-Statutory) . Exploring loss and change and the associated feelings.	Identifying that household products, including medicines, can be harmful if not used properly. Exploring rules for and ways of keeping safe in a range of situations. Recognising that they share a responsibility for keeping themselves and others safe. Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.

Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

<p>Y3 / Y4</p>	<p>Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p>Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>Recognising different types of relationship.</p> <p>Recognising a wide range of emotions in themselves and others.</p> <p>Understanding their actions affect themselves and others.</p> <p>Knowing strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>Identifying strategies to manage emotions.</p>	<p>Identifying the importance of working towards shared goals.</p> <p>Developing strategies for getting support for themselves or for others at risk.</p> <p>Identifying that differences and similarities arise from a number of factors.</p> <p>Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p>Understanding personal boundaries.</p> <p>Knowing how to respond to unwanted physical contact.</p> <p>Knowing how to recognise bullying and abuse in all its forms.</p>	<p>Understanding that their actions affect themselves and others.</p> <p>Listening and responding respectfully.</p> <p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>Knowing ways to safely challenge discrimination</p>	<p>Exploring different kinds of responsibilities at school, in the community and in the environment.</p> <p>Identifying and explore what being part of a community means and how they belong.</p> <p>Appreciate the range of identities in the UK.</p> <p>Understanding different values and customs.</p> <p>Explore how to resolve differences and respect others' points of view.</p> <p>Knowing the importance of protecting the environment and how everyday actions can either support or damage it.</p>	<p>Understanding the importance of protecting information particularly online.</p> <p>Understanding how to become digitally responsible.</p> <p>Knowing how the internet can be used positively for leisure, for school and for work.</p> <p>Recognising that images and information online can be altered or adapted and the reasons for why this happens.</p> <p>Knowing strategies to recognise whether something they see online is true or accurate.</p> <p>Evaluating whether a game is suitable to play, or a website is appropriate for their age-group.</p> <p>Making safe, reliable choices from search results.</p> <p>Knowing how to report something seen or experienced online that concerns them e.g., images or content that worry</p>	<p>Identifying the role of voluntary and charity groups.</p> <p>Exploring how to manage money.</p> <p>Explaining the importance of money in people's lives and how money is obtained.</p> <p>Understanding enterprise and begin to develop enterprise skills.</p> <p>Identifying jobs that they might like to do in the future.</p> <p>Knowing how or why someone might choose a certain career</p>	<p>Understanding good and not so good feelings including their range and intensity.</p> <p>Developing an understanding that change can cause conflicting emotions.</p> <p>Acknowledging, exploring, and identifying how to manage change positively.</p> <p>Knowing where to go for help and how to ask for help.</p> <p>Exploring what affects their physical, mental and emotional health.</p> <p>Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>Identifying how to make informed choices.</p> <p>Understanding what is included in a balanced diet.</p> <p>Understanding what may influence our choices.</p> <p>Setting goals.</p>	<p>Knowing about the kind of changes that happen in life and the associated feelings.</p> <p>Understanding that simple hygiene routine can prevent the spread of bacteria.</p> <p>Understanding the difference between acceptable and unacceptable physical contact.</p> <p>Recognising and challenging stereotypes.</p> <p>Knowing the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>Knowing how to discuss the challenges of puberty with a trusted adult.</p> <p>Knowing how to get information, help and advice about puberty</p> <p>Knowing to identify external genitalia and reproductive organs (Non-Statutory).</p> <p>Knowing about the physical and</p>	<p>Understanding how to make informed choices.</p> <p>Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>Understanding how rules can keep them safe.</p> <p>Identifying where and how to get help.</p> <p>Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>Recognising how to make informed choices.</p> <p>Understanding that people have different attitudes to risk.</p> <p>Recognising, predicting and assessing risks in different situations.</p> <p>Knowing where to get help and how to ask 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Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

					them, unkind or inappropriate communication.		To know how to manage risk in relation to sun exposure, including skin damage and heat stroke. To recognise the shared responsibility of keeping a clean environment.	emotional changes during puberty (Non-Statutory). To know strategies to manage the changes during puberty including menstruation (Non-Statutory).	be harmful if misused. Learning rules about staying safe. Knowing how to respond in an emergency, including when and how to contact different emergency services
Y4 / Y5	<p>Knowing that to force anyone into marriage is illegal</p> <p>Knowing strategies to help someone feel included.</p> <p>Knowing about peer influence and how it can make people feel or behave.</p> <p>Knowing the impact of the need for peer approval in different situations, including online.</p> <p>Knowing strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.</p> <p>Knowing that it is common for friendships to experience challenges.</p>	<p>Identifying what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>Knowing how to ask for, give and not give permission for physical contact.</p> <p>Knowing how it feels in a person's mind and body when they are uncomfortable.</p> <p>Knowing that it is never someone's fault if they have experienced unacceptable contact.</p>	<p>To recognise that everyone should be treated equally</p> <p>To know 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</p> <p>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>To identify online bullying and discrimination of groups or individuals e.g., trolling and harassment</p> <p>To know the impact of discrimination on individuals, groups, and wider society</p>	<p>Identifying how to listen and respond respectfully to a wide range of people.</p> <p>Recognising the factors that make people the same or different.</p> <p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes.</p> <p>Exploring rights and responsibilities at home, school, community, and the environment.</p> <p>Exploring what being part of a community means and how they belong.</p> <p>Knowing about how resources are allocated and the effect this has on</p>	<p>Knowing about the benefits of safe internet use e.g. learning, connecting and communicating.</p> <p>Knowing that social media sites have age restrictions and regulations for use.</p> <p>Knowing how to report inappropriate online content or contact.</p> <p>Identifying different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</p> <p>Knowing basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.</p> <p>Knowing that some media and online</p>	<p>Understanding the concepts of interest, loan, debt and tax.</p> <p>Knowing about the way that money is spent and how it affects the environment.</p> <p>Know how companies encourage customers to buy things and why it is important to be a critical consumer.</p> <p>Knowing about the role ambition can play in achieving a future career.</p> <p>Knowing about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</p> <p>Knowing the importance of</p>	<p>Exploring what affects their physical, mental and emotional health.</p> <p>To know that changes can mean people experience feelings of loss or grief.</p> <p>Knowing healthy sleep strategies and how to maintain them.</p> <p>Knowing about the benefits of being outdoors and in the sun for physical and mental health.</p> <p>Knowing how medicines can contribute to health and how allergies can be managed.</p> <p>Knowing that some diseases can be prevented by vaccinations and immunisations.</p>	<p>Knowing key facts about the menstrual cycle and menstrual wellbeing (Non-Statutory).</p> <p>Recognising some of the changes as they grow up e.g. increasing independence.</p> <p>Knowing about what being more independent might be like, including how it may feel.</p> <p>Knowing about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</p> <p>Knowing that for some people their gender identity does not correspond with their biological sex.</p>	<p>Explaining how rules can keep them safe.</p> <p>Practising asking for help and knowing where to go for help.</p> <p>Knowing about the different age rating systems for social media, T.V, films, games and online gaming.</p> <p>Knowing strategies for dealing with requests for personal information or images of themselves.</p> <p>Knowing about the risks and effects of different drugs To know about the laws relating to drugs common to everyday life and illegal drugs.</p> <p>Identifying when situations are becoming risky,</p>

Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

	<p>Knowing that friendships can change over time and the benefits of having new and different types of friends.</p> <p>Knowing how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.</p> <p>Knowing when and how to seek support in relation to friendships.</p> <p>Knowing that people have the right to choose whom they marry or whether to get married.</p>		<p>Knowing how to report discrimination online</p>	<p>individuals, communities, and the environment.</p> <p>Knowing how to show compassion for the environment, animals and other living things.</p> <p>Expressing their own opinions about their responsibility towards the environment.</p> <p>Knowing what prejudice means.</p>	<p>content promote stereotypes.</p> <p>Knowing how to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online.</p> <p>Knowing how devices store and share information.</p>	<p>diversity and inclusion to promote people's career opportunities.</p> <p>Knowing about stereotyping in the workplace, its impact and how to challenge it.</p> <p>Knowing that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p>	<p>Understanding that bacteria and viruses can affect health.</p> <p>Understanding how they can prevent the spread of bacteria and viruses with everyday hygiene routines.</p>	<p>Knowing how to recognise, respect and express their individuality and personal qualities</p> <p>Understanding ways to boost their mood and improve emotional wellbeing.</p> <p>Knowing about the link between participating in interests, hobbies and community groups and mental wellbeing.</p>	<p>unsafe or an emergency.</p> <p>Identifying occasions where they can help take responsibility for their own safety.</p> <p>Differentiating between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.</p> <p>Knowing how to deal with common injuries using basic first aid techniques.</p> <p>Knowing that female genital mutilation (FGM) is against British law¹.</p> <p>To know what to do and whom to tell if they think they or someone they know might be at risk of FGM.</p>
Y5 / Y6	<p>Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>Understanding the true meaning behind civil partnerships and marriage.</p>	<p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>Understanding about confidentiality and about times when it</p>	<p>Understanding that their actions affect themselves and others.</p> <p>Developing strategies for getting support for themselves or for others at risk.</p> <p>Identifying that differences and similarities arise from several factors.</p>	<p>Exploring different kinds of responsibilities at school and in the community.</p> <p>Identifying what being part of a community means.</p> <p>Understanding the correct use of the terms sex, gender</p>	<p>Understanding the importance of protecting information particularly online.</p> <p>Understanding how to become digitally responsible.</p> <p>Critiquing how social media presents information.</p>	<p>Understanding how finance plays an important part in people's lives.</p> <p>Understanding about being a critical consumer.</p> <p>Developing an understanding of the concepts of interest, loan, debt and tax.</p>	<p>Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>Exploring how we make choices about the food we eat.</p> <p>Identifying how to make informed choices.</p>	<p>Exploring how images in the media and online do not always reflect reality.</p> <p>Identifying the intensity of feelings.</p> <p>Recognising conflicting feelings. That simple hygiene routine can prevent the spread of bacteria.</p>	<p>Explaining intensity of feelings.</p> <p>Exploring and managing the difficult emotions.</p> <p>Acknowledging and managing change positively.</p> <p>Managing transition to secondary school.</p>

Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

<p>Knowing how to resolve conflicts.</p> <p>Recognising that forcing anyone to marry is a crime.</p> <p>Knowing the difference between gender identity and sexual orientation and everyone's right to be loved.</p> <p>Knowing ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p>Knowing what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.</p> <p>Knowing how and where to report forced marriage or ask for help if they are worried.</p>	<p>is necessary to break a confidence.</p> <p>Knowing about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>Knowing strategies to respond to pressure from friends including online.</p> <p>Knowing how to assess the risk of different online 'challenges' and 'dares.'</p> <p>Knowing how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p> <p>Knowing how to get advice and report concerns about personal safety, including online.</p> <p>Knowing what consent means and how to seek and give/not give permission in different situations.</p>	<p>Recognising a wider range of feelings in others and how to respond appropriately.</p> <p>Recognising that their actions can affect themselves and others.</p> <p>Developing strategies to resolve disputes.</p> <p>Deepening their understanding of good and not so good feelings.</p> <p>Extending emotional vocabulary.</p> <p>Exploring the intensity and range of feelings.</p> <p>Recognising when they experience conflicting emotions and how to manage these.</p> <p>Knowing about the links between values and behaviour and how to be a positive role model.</p> <p>Knowing how to discuss issues respectfully.</p> <p>Knowing how to listen to and respect other points of view.</p>	<p>identity and sexual orientation.</p> <p>Researching, discussing and debating topical issues.</p> <p>Identifying why rules are needed in different situations.</p> <p>Understanding that there are human rights to protect everyone.</p> <p>Understanding there are some cultural practices against British law.</p> <p>Developing skills to carry out responsibilities.</p> <p>Explore others' points of view.</p> <p>Differentiating between prejudice and discrimination.</p> <p>Knowing how to recognise acts of discrimination.</p> <p>Knowing strategies to safely respond to and challenge discrimination.</p> <p>Knowing how to recognise stereotypes in different contexts and the influence</p>	<p>Understanding how and why images online might be manipulated, altered, or faked.</p> <p>Knowing how to recognise when images might have been altered.</p> <p>Understanding why people choose to communicate through social media and some of the risks and challenges of doing so.</p> <p>Knowing the reasons why some media and online content is not appropriate for children .</p> <p>Knowing how online content can be designed to manipulate people's emotions and encourage them to read or share things.</p> <p>Knowing about sharing things online, including rules and laws relating to this.</p> <p>Knowing how to recognise what is appropriate to share online.</p>	<p>Identifying how resources are allocated and the effects on individuals, communities and the environment.</p> <p>Developing enterprise skills.</p> <p>Recognising and managing dares.</p> <p>Knowing about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>Knowing about value for money and how to judge if something is value for money</p> <p>Knowing how having or not having money can impact on a person's emotions, health and wellbeing,</p> <p>Knowing about common risks associated with money, including debt, fraud and gambling.</p> <p>Knowing how money can be gained or lost e.g. stolen, through scams or gambling and how these put</p>	<p>Developing skills to make their own choices.</p> <p>Recognising how images in the media do not always reflect reality.</p> <p>Setting simple but challenging goals.</p> <p>Exploring what is meant by the term habit and why habits can be hard to change</p> <p>Understanding that mental health is just as important as physical health and that both needs looking after.</p> <p>Recognising that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>Knowing how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.</p> <p>Developing positive strategies for managing feelings.</p> <p>Knowing that there are situations when</p>	<p>Identify pressures and influences.</p> <p>Understanding changes that happen at puberty.</p> <p>Understanding what puberty and human reproduction is.</p> <p>Identifying qualities of a healthy and committed loving relationship.</p> <p>Understanding about the differences and similarities between people but understanding everyone is equal.</p> <p>Knowing about the transition to secondary school and how this may affect their feelings.</p> <p>Knowing about how relationships may change as they grow up or move to secondary school.</p> <p>Knowing practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.</p>	<p>Exploring and managing loss, separation, divorce and bereavement.</p> <p>Understanding how to make informed choices.</p> <p>Exploring how to recognise, predict and assess risks in different situations.</p> <p>Understanding that increased independence brings increased responsibility to keep themselves safe</p> <p>Identifying where and how to get help.</p> <p>Understanding the term 'habit.'</p> <p>Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>Knowing how to protect personal information online.</p> <p>Identifying potential risks of personal information being misused.</p> <p>Identifying types of images that are appropriate to share</p>
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Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

			<p>Knowing how to constructively challenge points of view they disagree with.</p> <p>Knowing ways to participate effectively in discussions online and manage conflict or disagreements.</p>	<p>they have on attitudes and understanding of different groups.</p> <p>Knowing how stereotypes are perpetuated and how to challenge this.</p>		<p>people at financial risk.</p> <p>Knowing how to get help if they are concerned about gambling or other financial risks.</p>	<p>someone may experience mixed or conflicting feelings.</p> <p>Knowing how feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p> <p>Recognising that if someone experiences feelings that are not so good (most or all of the time) - help and support is available.</p> <p>Identifying where they and others can ask for help and support with mental wellbeing in and outside school.</p> <p>Knowing the importance of asking for support from a trusted adult.</p> <p>Knowing about the changes that may occur in life including death, and how these can cause conflicting feelings.</p>	<p>Identifying the links between love, committed relationships and conception</p> <p>Understanding what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults (Non-Statutory).</p> <p>Knowing how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (Non-Statutory)</p> <p>Knowing that pregnancy can be prevented with contraception² (Non-Statutory).</p> <p>Knowing about the responsibilities of being a parent or carer and how having a baby can change someone's life (Non-Statutory).</p>	<p>with others and those which might not be appropriate</p> <p>Knowing that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be.</p> <p>Knowing what to do if they take, share or come across an image which may upset, hurt or embarrass them or others.</p> <p>Knowing how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>Knowing why age restrictions are important and how they help people make safe decisions about what to watch, use or play.</p> <p>Recognising why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.</p> <p>Knowing about the organisations where people can get help</p>
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Whaley Thorns Primary School & Nursery - PSHE/RSE LONG TERM OVERVIEW 2022/2023

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