

PRIMARY PD EDUCATION: LONG-TERM OVERVIEW

	<b>Autumn 1: Health &amp; Wellbeing</b>	<b>Autumn 2: Living in the Wider World</b>	<b>Spring 1: Relationships</b>	<b>Spring 2: Health &amp; Wellbeing</b>	<b>Summer 1: Relationships</b>	<b>Summer 2: Living in the Wider World</b>
<b>Year 7</b>	<b>Transition and Safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing Skills and Aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and Puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building Relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial Decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and Alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and Careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional Wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and Relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital Literacy</b> Online safety, digital literacy, media reliability, and gambling hooks

YEAR 7 — MEDIUM-TERM OVERVIEW

Year 7	Topic	In this unit of work, pupils learn:
<p>Autumn 1</p> <p>Health &amp; Wellbeing</p> <p><b>PSHE</b></p>	<p><b>Transition and Safety</b></p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p> <p>PoS refs: H1, H2, H30, H33, R13, L1, L2</p>	<ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>
<p>Autumn 2</p> <p>Living in the wider world</p> <p><b>Careers</b></p>	<p><b>Developing Skills and Aspirations</b></p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p> <p>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12</p>	<ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>
<p>Spring 1</p> <p>Relationships</p> <p><b>RSE</b></p>	<p><b>Diversity</b></p> <p>Diversity, prejudice, and bullying</p> <p>PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>
<p>Spring 2</p> <p>Health &amp; wellbeing</p> <p><b>PSHE</b></p>	<p><b>Health and Puberty</b></p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> </ul> <p>about FGM and how to access help and support</p>
<p>Summer 1</p> <p>Relationships</p> <p><b>RSE</b></p>	<p><b>Building Relationships</b></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>
<p>Summer 2</p> <p>Living in the wider world</p> <p><b>Careers</b></p>	<p><b>Financial Decision Making</b></p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>

YEAR 8 — MEDIUM-TERM OVERVIEW

Year 8	Topic	In this unit of work, pupils learn:
<p>Autumn 1</p> <p>Health &amp; Wellbeing</p> <p><b>PSHE</b></p>	<p><b>Drugs and Alcohol</b></p> <p>Alcohol and drug misuse and pressures relating to drug use</p> <p>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> <li>• about medicinal and recreational drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>
<p>Autumn 2</p> <p>Living in the wider world</p> <p><b>Careers</b></p>	<p><b>Community and Careers</b></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p>	<ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<p>Spring 1</p> <p>Relationships</p> <p><b>RSE</b></p>	<p><b>Discrimination</b></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> </ul> <p>how to recognise and challenge racism and religious discrimination</p>
<p>Spring 2</p> <p>Health &amp; wellbeing</p> <p><b>PSHE</b></p>	<p><b>Emotional Wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge misconceptions stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>
<p>Summer 1</p> <p>Relationships</p> <p><b>RSE</b></p>	<p><b>Identity and Relationships</b></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> </ul> <p>about basic forms of contraception, e.g. condom and pill</p>
<p>Summer 2</p> <p>Living in the wider world</p> <p><b>Careers</b></p>	<p><b>Digital Literacy</b></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> </ul>

	PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"><li>• how to recognise biased or misleading information online</li><li>• how to critically assess different media sources</li><li>• how to distinguish between content which is publicly and privately shared</li><li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li><li>• how to protect financial security online</li><li>• how to assess and manage risks in relation to gambling and chance-based transactions</li></ul>
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