## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW - THEMATIC MODEL

|        | Autumn: Relationships   |   |  | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|---|---|--|---|--|--|---|--|--|
|        | Families and friendships  | Safe relationships  | Respecting<br>ourselves and<br>others  | Belonging to a community  | Media literacy and digital resilience  | Money<br>and work  | Physical health and<br>Mental wellbeing   | Growing and changing   | Keeping safe   |
| Year 1 | Roles of different<br>people; families;<br>feeling cared for                              | Recognising privacy;<br>staying safe; seeking<br>permission                                       | How behaviour<br>affects others; being<br>polite and respectful  | What rules are;<br>caring for others'<br>needs; looking after<br>the environment                | Using the internet<br>and digital devices;<br>communicating<br>online                        | Strengths and interests; jobs in the community   | Keeping healthy;<br>food and exercise,<br>hygiene routines;<br>sun safety   | Recognising what<br>makes them unique<br>and special; feelings;<br>managing when<br>things go wrong            | How rules and age<br>restrictions help us;<br>keeping safe online  |
| Year 2 | Making friends;<br>feeling lonely and<br>getting help                                     | Managing secrets;<br>resisting pressure<br>and getting help;<br>recognising hurtful<br>behaviour  | Recognising things<br>in common and<br>differences; playing<br>and working coop-<br>eratively; sharing<br>opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                                | What money is;<br>needs and wants;<br>looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older;<br>naming body parts;<br>moving class or year   | Safety in different<br>environments; risk<br>and safety at home;<br>emergencies                          |
| Year 3 | What makes a family; features of family life  | Personal boundar-<br>ies; safely respond-<br>ing to others; the<br>impact of hurtful<br>behaviour | Recognising re-<br>spectful behaviour;<br>the importance of<br>self-respect; courte-<br>sy and being polite        | The value of rules<br>and laws; rights,<br>freedoms and re-<br>sponsibilities                   | How the internet is used; assessing information online                                       | Different jobs and<br>skills; job ste-<br>reotypes; setting<br>personal goals                    | Health choices and<br>habits; what affects<br>feelings; expressing<br>feelings                                      | Personal strengths<br>and achievements;<br>managing and re-<br>framing setbacks                                | Risks and hazards;<br>safety in the local<br>environment and<br>unfamiliar places                        |
| Year 4 | Positive friendships,<br>including online   | Responding to<br>hurtful behaviour;<br>managing confiden-<br>tiality; recognising<br>risks online | Respecting differences and similarities; discussing difference sensitively   | What makes a<br>community; shared<br>responsibilities   | How data is shared<br>and used   | Making decisions<br>about money; using<br>and keeping money<br>safe                              | Maintaining a bal-<br>anced lifestyle; oral<br>hygiene and dental<br>care   | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and<br>household products;<br>drugs common to<br>everyday life                                 |
| Year 5 | Managing friend-<br>ships and peer<br>influence   | Physical contact and feeling safe   | Responding respect-<br>fully to a wide range<br>of people; recognis-<br>ing prejudice and<br>discrimination        | Protecting the envi-<br>ronment; compas-<br>sion towards others                                 | How information<br>online is targeted;<br>different media<br>types, their role and<br>impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep<br>habits; sun safety;<br>medicines, vaccina-<br>tions, immunisations<br>and allergies                | Personal identity;<br>recognising individ-<br>uality and different<br>qualities; mental<br>wellbeing           | Keeping safe in<br>different situations,<br>including responding<br>in emergencies, first<br>aid and FGM |
| Year 6 | Attraction to others;<br>romantic relation-<br>ships; civil partner-<br>ship and marriage | Recognising and managing pressure; consent in different situations                                | Expressing opin-<br>ions and respecting<br>other points of view,<br>including discussing<br>topical issues         | Valuing diversity;<br>challenging discrim-<br>ination and stereo-<br>types                      | Evaluating media<br>sources; sharing<br>things online  | Influences and<br>attitudes to money;<br>money and financial<br>risks                            | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |