PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Physical health and Mental wellbeing** | **Growing and changing** | **Keeping safe** | **Belonging to a community** | **Media literacy and digital resilience** | **Money and work** | **Families and friendships** | **Safe relationships** | **Respecting ourselves and others** |
| Year 1 | Keeping healthy;food and exercise,hygiene routines; keeping teeth healthy;sun safety | Recognising what makes them uniqueand special; feelings;managing when things go wrong | How rules and age restrictions help us;keeping safe online | What rules are;caring for others’ needs; looking after the environment | Using the internet and digital devices;Communicating online | Strengths andinterests; jobs in thecommunity | Roles of different people; families;feeling cared for | Recognising privacy;staying safe; seekingpermission | How behaviouraffects others; being polite and respectful |
| Year 2 | Why sleep is important; medicines and keeping healthy; managingfeelings andasking for help | Growing older;naming body parts;moving class or year | Safety in differentenvironments; risk and safety at home;emergencies | Belonging to agroup; roles andresponsibilities;being the sameand different in the community | The internet ineveryday life; onlinecontent and information | What money is;needs and wants;looking after money | Making friends;feeling lonely and getting help | Managing secrets;resisting pressure and getting help;recognising hurtfulbehaviour | Recognising things in common anddifferences; playing and working coop-eratively; sharingopinions |
| Year 3 | Health choices and habits; what affects feelings; expressingfeelings | Personal strengthsand achievements;managing and re-framing setbacks | Risks and hazards;safety in the localenvironment andunfamiliar places | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessinginformation online | Different jobs and skills; job stereotypes; setting personal goals | What makes afamily; features of family life | Personal boundaries; safely responding to others; theimpact of hurtfulbehaviour | Recognising re-spectful behaviour;the importance of self-respect; courtesy and being polite |
| Year 4 | Maintaining a balanced lifestyle; oralhygiene and dental care | Physical and emotional changes in puberty; externalgenitalia; personalhygiene routines;support with puberty | Medicines andhousehold products;drugs common to everyday life | What makes acommunity; sharedresponsibilities | How data is shared and used | Making decisionsabout money; using and keeping moneysafe | Positive friendships,including online | Responding tohurtful behaviour;managing confidentiality; recognisingrisks online | Respecting differences and similarities; discussing dif-Ference sensitively |
| Year 5 | Healthy sleephabits; sun safety;medicines, vaccinations, immunisationsand allergies | Personal identity;recognising individuality and differentqualities; mentalwellbeing | Keeping safe indifferent situations,including respondingin emergencies, first aid and FGM | Protecting the environment; compassion towards others | How informationonline is targeted;different mediatypes, their role and impact | Identifying job interests and aspirations;what influencescareer choices;workplace stereo-types | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice anddiscrimination |
| Year 6 | What affects mental health and waysto take care of it;managing change,loss and bereavement; managing time online  | Human reproduction and birth; increasing independence; managingtransition | Keeping personalInformation safe;regulations andchoices; drug use and the law; druguse and the media | Valuing diversity;challenging discrimination and stereo-types | Evaluating media sources; sharing things online | Influences andattitudes to money; money and financialrisks | Attraction to others;romantic relationships; civil partnership and marriage | Recognising and managing pressure;consent in different situations | Expressing opinions and respecting other points of view,including discussingtopical issues |