PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

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|  | **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 unique  and 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 and  interests; jobs in the  community | Roles of different people; families;  feeling cared for | Recognising privacy;  staying safe; seeking  permission | How behaviour  affects others; being polite and respectful |
| Year 2 | Why sleep is important; medicines and keeping healthy; managing  feelings and  asking for help | Growing older;  naming body parts;  moving class or year | Safety in different  environments; risk and safety at home;  emergencies | 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;  needs and wants;  looking after money | Making friends;  feeling lonely and getting help | Managing secrets;  resisting pressure and getting help;  recognising hurtful  behaviour | Recognising things in common and  differences; playing and working coop-  eratively; sharing  opinions |
| Year 3 | Health choices and habits; what affects feelings; expressing  feelings | Personal strengths  and achievements;  managing and re-framing setbacks | Risks and hazards;  safety in the local  environment and  unfamiliar places | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing  information online | Different jobs and skills; job stereotypes; setting personal goals | What makes a  family; features of family life | Personal boundaries; safely responding to others; the  impact of hurtful  behaviour | Recognising re-  spectful behaviour;  the importance of self-respect; courtesy and being polite |
| Year 4 | Maintaining a balanced lifestyle; oral  hygiene and dental care | Physical and emotional changes in puberty; external  genitalia; personal  hygiene routines;  support with puberty | Medicines and  household products;  drugs common to everyday life | What makes a  community; shared  responsibilities | How data is shared and used | Making decisions  about money; using and keeping money  safe | Positive friendships,  including online | Responding to  hurtful behaviour;  managing confidentiality; recognising  risks online | Respecting differences and similarities; discussing dif-  Ference sensitively |
| Year 5 | Healthy sleep  habits; sun safety;  medicines, vaccinations, immunisations  and allergies | Personal identity;  recognising individuality and different  qualities; mental  wellbeing | Keeping safe in  different situations,  including responding  in emergencies, first aid and FGM | Protecting the environment; compassion towards others | How information  online is targeted;  different media  types, their role and impact | Identifying job interests and aspirations;  what influences  career choices;  workplace stereo-  types | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and  discrimination |
| Year 6 | 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 | Valuing diversity;  challenging discrimination and stereo-  types | Evaluating media sources; sharing things online | Influences and  attitudes to money; money and financial  risks | 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 discussing  topical issues |