



## 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 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
<b>EYFS</b>	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others	How to show feelings. Seeking help from trusted adults should they need to	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and <u>their</u> school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
<b>1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	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	Keeping healthy; food and exercise, hygiene routines; 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
<b>2</b>	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 cooperatively; sharing 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; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth 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
<b>3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	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	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
<b>5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	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 stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid.
<b>6</b>	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	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial 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

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PSHE</b>							
Families and friendships	Feelings and Emotions	Roles of different people; families; feeling cared for <b>Pregnancy:</b> introduction to pregnancy and how this is part of some family lives. <b>Gender:</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Making friends; feeling lonely and getting help	What makes a family; features of family life <b>Marriage/Civil Partnership:</b> that marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same sex-couples can now have their relationships legally recognised as a civil partnership. <b>Pregnancy and maternity leave:</b> that pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth. Protection against maternity/pregnancy discrimination/unfavourable treatment is for 26 weeks after giving birth.	Positive friendships, including online	Managing friendships and peer influence. Age: That age refers to a person belonging to a particular age or range of ages and the power struggles within that age group.	Attraction to others; romantic relationships; civil partnership and marriage <b>Sexual orientation:</b> whether a person's sexual health attraction is towards own sex, opposite or both sexes.
Safe relationships	Keeping Safe (in the dark, bonfire safety etc).	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting ourselves and others	Valuing Differences	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions <b>Disability:</b> Visible and non-visible impairments	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues <b>Disability:</b> A person has a disability if he or she has a physical or mental

			that affect a person's long-term daily life.				impairment that has a long-term adverse effect. Visible and non-visible. What impact does that have on a person's life?
Belonging to a Community	Building respectful relationships. Healthy Lifestyles (diet, exercise, oral hygiene)	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards other  <b>PCSO – 10 children trained, litter picks</b>	Valuing diversity; challenging discrimination and stereotype <b>Race and Religion:</b> refers to a group of peoples defined by their race, colour and nationality. Religion refers to religious and philosophical views (including Atheism).
Media literacy and digital resilience	Technology use and simple safety rules	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money and work	Occupational roles within our community.	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risk
Physical health and Mental wellbeing	Resilience and perseverance in the face of challenge.  Skills builder – assembly	Keeping healthy; food and exercise, hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
Growing and changing	Transition to Year 1	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year  NSPCC PANTS talk Gender: A boy or girl (body parts)	Personal strengths and achievements; managing and reframing setbacks	Personal identity; recognising individuality and different qualities; mental wellbeing	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Year 5)	Human reproduction and birth; increasing independence; managing Transition (Year 6) Transition <b>Gender Reassignment:</b> refers to the process of transitioning from one gender to another. Recognising, understanding and respecting differences. How do we accept everyone as unique individuals and not

							placing focus on the transitioning process?
Keeping safe	Keeping Safe (water safety, sun safety)	How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies and first aid	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Skills builder	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork
Oracy and debate		Performance poetry, playscripts and retells. Debate in Parliament Week	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week
Active lifestyle - PE		Range of after-school sporting events.	Range of after-school sporting events.	Range of after-school sporting events. Swimming lessons – Autumn Term	Range of after-school sporting events. Swimming lessons – Spring Term	Range of after-school sporting events. Bikeability Swimming lessons – Summer Term	Range of after-school sporting events. Bikeability
Mentally healthy	World Mental Health Day Children's Mental Health Week	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops
SMSC	Assembly visitors						
British values	Parliament Week Remembrance Day						
Citizenship		Ant-bullying week	Ant-bullying week	Ant-bullying week	Ant-bullying week West Midlands Fire Service – SPARKS visit	Ant-bullying week	Ant-bullying week
Access for all – i.e., Makaton sign of the week	Weekly Makaton sign shared with class Neuro Diversity Newsletters			Neuro Diversity Newsletters			
After school opportunities	Phonics Club	Mindfulness Club Art Club	Mindfulness Club Art Club	First Aid Club Football Club	First Aid Club Football Club	First Aid Club Football Club	First Aid Club Football Club

		Number Bond Club Yoga Club	Number Bond Club Yoga Club	Forest School Club Multi-sports Club (Sports Plus)	Forest School Club Multi-sports Club (Sports Plus)	Forest School Club Multi-sports Club (Sports Plus) Creative Writing Club	Forest School Club Multi-sports Club (Sports Plus) SATs After School Club Creative Writing Club
<b>Talents and interests – Music, arts, P.E</b>	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award
<b>Careers</b>	Skills Builder Careers Cards Week						
<b>Healthy eating - DT</b>		Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly
<b>Online Safety</b>		<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>Some people online may make us feel sad, worried or embarrassed. I know that If I feel this way I should tell a grown up I can trust.</p> <p>I can use the internet to send messages to people I know with the help of a grown up. I know that I should always be kind online, just like real life!</p>	<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p>	<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>I can think about my identity and can understand that my identity might change when I am online. I can explain how it might change and what effect this will have on me.</p> <p>I can explain some of the risks associated with communicating online. I know that knowing someone online and knowing someone in real-life is</p>	<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored.</p>	<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>I can explain how identify can be copied and changed online. I can show that I can make responsible choices about my identify online. I know that there may be some people online who want to do me harm and that this is not my fault.</p> <p>I can contribute positively to online communities</p>	<p>Safer Internet Day Assembly Spring Term Online safety focus in RHE and Computing lessons at the start of each term.</p> <p>OLS teaching to cover:</p> <p>I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p> <p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p>

		<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.</p> <p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>different. I know that what I say online cannot be taken back.</p> <p>I can search for information about myself online.</p> <p>I can recognise that I need to be careful before I share anything about myself online. I know who I should ask if I am not sure if I should put something online.</p> <p>I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things.</p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them.</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p>I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others</p> <p>I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.</p>	<p>I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.</p> <p>I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users.</p> <p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p>I can assess and justify when it is acceptable to use</p>	<p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p>I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples.</p> <p>I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples.</p>
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						the work of others. I can give examples of content that is permitted to be reused.	
Off site visits/ visitors in school	<b>Autumn Term</b> School Nurse Visit – Handwashing	School Nurse Visits: <b>Autumn Term:</b> Handwashing. <b>Summer Term:</b> Medicine Safety. <b>Summer Term:</b> Summer Safety	<b>Autumn Term:</b> Freshwater visit – The Great Fire of London  School Nurse Visits: <b>Summer Term:</b> Medicine Safety. <b>Summer Term:</b> Summer Safety	<b>Autumn Term:</b> Stone Age Workshop, visitors in school	<b>Summer Term</b> visit to the Think Tank, Birmingham <b>Summer Term</b> local area visit School Nurse Visit: <b>Summer Term:</b> Puberty Year 4	<b>Summer Term:</b> Puberty Year 5	<b>Autumn Term:</b> Online WW2 experience. <b>Summer Term:</b> Residential <b>Summer Term:</b> Puberty Year 6
Assemblies		<b>Autumn Term</b> School Values Harvest Festival Black History Month National Poetry Day World Space Week World Mental Health Day Recycle Week Diwali Remembrance Day World Science Day World Kindness Day Anti-bullying Week Advent/Christingle - Tolerance of faiths and beliefs		<b>Spring Term</b> Resolutions Importance of Exercise and Healthy Eating World Religion Day Martin Luther King Day Chinese New Year Safer Internet Day Children's Mental Health Week Random Acts of Kindness Day World Book Day Science Week World Maths Day		<b>Summer Term</b> St George's Day Ramadan David Attenborough International Day of Families Walk to School week Pentecost World Oceans Day Healthy Eating week Armed Forces Day NHS anniversary day Malala Yusefzai Birthday Bastille Day Asalha Puja	

Road/Online/water/rail safety and physical health - PE/PSHE/PSHE leads (bikeability, Dudley road safety, fire brigade, lifeboats, dental nurse, school nurse etc.)