**Belford Primary School PSHE EDUCATION: LONG-TERM OVERVIEW (THEMATIC MODEL)**

|  |  |  |  |  |  |  |  |  |  |
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|  | **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** |
| **Cycle B**  **Y1/2** | Roles of different | Recognising privacy; | How behaviour | What rules are; | Using the internet | Strengths and | Keeping healthy; | Recognising what | How rules and age |
| people; families; | staying safe; seeking | affects others; being | caring for others’ | and digital devices; | interests; jobs in the | food and exercise, | makes them unique | restrictions help us; |
| feeling cared for | permission | polite and respectful | needs; looking after | communicating | community | hygiene routines; | and special; feelings; | keeping safe online |
|  |  |  | the environment | online |  | sun safety | managing when |  |
|  |  |  |  |  |  |  | things go wrong |  |
| **Cycle A Y1/2** | Making friends; | Managing secrets; | Recognising things | Belonging to a | The internet in | What money is; | Why sleep is im- | Growing older; | Safety in different |
| feeling lonely and | resisting pressure | in common and | group; roles and | everyday life; online | needs and wants; | portant; medicines | naming body parts; | environments; risk |
| getting help | and getting help; | differences; playing | responsibilities; | content and infor- | looking after money | and keeping healthy; | moving class or year | and safety at home; |
|  | recognising hurtful | and working coop- | being the same | mation |  | keeping teeth |  | emergencies |
|  | behaviour | eratively; sharing | and different in the |  |  | healthy; managing |  |  |
|  |  | opinions | community |  |  | feelings and asking |  |  |
|  |  |  |  |  |  | for help |  |  |
| **Cycle B**  **Y 3/4** | What makes a | Personal boundar- | Recognising re- | The value of rules | How the internet | Different jobs and | Health choices and | Personal strengths | Risks and hazards; |
| family; features of | ies; safely respond- | spectful behaviour; | and laws; rights, | is used; assessing | skills; job ste- | habits; what affects | and achievements; | safety in the local |
| family life | ing to others; the | the importance of | freedoms and re- | information online | reotypes; setting | feelings; expressing | managing and re- | environment and |
|  | impact of hurtful | self-respect; courte- | sponsibilities |  | personal goals | feelings | framing setbacks | unfamiliar places |
|  | behaviour | sy and being polite |  |  |  |  |  |  |
| **Cycle A**  **Y 3/4** | Positive friendships, | Responding to | Respecting differ- | What makes a | How data is shared | Making decisions | Maintaining a bal- | Physical and emo- | Medicines and |
| including online | hurtful behaviour; | ences and similari- | community; shared | and used | about money; using | anced lifestyle; oral | tional changes in | household products; |
|  | managing confiden- | ties; discussing dif- | responsibilities |  | and keeping money | hygiene and dental | puberty; external | drugs common to |
|  | tiality; recognising | ference sensitively |  |  | safe | care | genitalia; personal | everyday life |
|  | risks online |  |  |  |  |  | hygiene routines; |  |
|  |  |  |  |  |  |  | support with pu- |  |
|  |  |  |  |  |  |  | berty |  |
| **Cycle B**  **Y 5/6** | Managing friend- | Physical contact and | Responding respect- | Protecting the envi- | How information | Identifying job inter- | Healthy sleep | Personal identity; | Keeping safe in |
| ships and peer | feeling safe | fully to a wide range | ronment; compas- | online is targeted; | ests and aspirations; | habits; sun safety; | recognising individ- | different situations, |
| influence |  | of people; recognis- | sion towards others | different media | what influences | medicines, vaccina- | uality and different | including responding |
|  |  | ing prejudice and |  | types, their role and | career choices; | tions, immunisations | qualities; mental | in emergencies, first |
|  |  | discrimination |  | impact | workplace stereo- | and allergies | wellbeing | aid and FGM |
|  |  |  |  |  | types |  |  |  |
| **Cycle A**  **Y 5/6** | Attraction to others; | Recognising and | Expressing opin- | Valuing diversity; | Evaluating media | Influences and | What affects mental | Human reproduc- | Keeping personal |
| romantic relation- | managing pressure; | ions and respecting | challenging discrim- | sources; sharing | attitudes to money; | health and ways | tion and birth; | information safe; |
| ships; civil partner- | consent in different | other points of view, | ination and stereo- | things online | money and financial | to take care of it; | increasing indepen- | regulations and |
| ship and marriage | situations | including discussing | types |  | risks | managing change, | dence; managing | choices; drug use |
|  |  | topical issues |  |  |  | loss and bereave- | transition | and the law; drug |
|  |  |  |  |  |  | ment; managing |  | use and the media |
|  |  |  |  |  |  | time online |  |  |