PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — 2022/23

EYFS curriculum will be taught in various places throughout the year to meet the needs of the children.

Highlighted objectives have been carried over from the previous year.

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|  | Relationships | | | Health and Wellbeing | | | Living in the wider world | | |
| **Families and**  **friendships** | **Safe relationships** | **Respecting ourselves and others** | **Physical health and Mental wellbeing** | **Growing and**  **changing** | **Keeping safe** | **Belonging to a**  **community** | **Media literacy and**  **digital resilience** | **Money and work** |
| **Nursery** | Play with one or more other children, extending and elaborating on play ideas.  Help to find solutions to conflicts  Talk with others to solve conflicts. | Become more outgoing with unfamiliar people, in the safe context of their setting. | Develop appropriate ways of being assertive.  Continue to develop positive attitudes about the differences between people. | Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Begin to understand how others are feeling. | Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them.  Show more confidence in new social situations. |  | Develop their sense of responsibility and membership of the community  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule. |  | Show interest in different occupations. |
| **Reception** | Build constructive and respectful relationships.  Work and play cooperatively with others.  Name and describe people who are familiar to them.  Talk about members of their immediate family and community.  ELG: Work and play cooperatively and take turns with others.  ELG: Form positive relationships with adults and friendships with peers.  ELG: Show sensitivity to their own and to others’ needs. |  | See themselves as a valuable individual.  Think about the perspective of others.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions. | Express their feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Manage their own needs.  Know and talk about the different factors that support overall health and wellbeing.  Further develop the skills they need to manage the school day successfully, e.g. personal hygiene  ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Show resilience and perseverance in the face of a challenge.  ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. |  | ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. |  |  |
|  | **Autumn:** Relationships | | | **Spring:** Health and Wellbeing | | | **Summer:** Living in the wider world | | |

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| **Year 1** | Roles of different  people; families;  feeling cared for | Recognising privacy;  staying safe; seeking  permission | How behaviour  affects others; being  polite and respectful | 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 | 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 |
| **Year 2** | 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 | Why sleep is important; medicines  and keeping healthy;  keeping teeth  healthy; managing  feelings and asking  for help; exercise, medicines  and keeping healthy | Growing older;  naming body parts;  moving class or year | How rules and age  restrictions help us; 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 |
| **Year 3** | 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 | Health choices and  habits; what affects  feelings; expressing  Feelings  medicines  and keeping healthy | Personal strengths  and achievements;  managing and re-  framing setbacks | Risks and hazards;  safety in the local  environment and  unfamiliar places  safety at home;  emergencies | 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 |
| **Year 4** | Positive friendships,  including online | Responding to  hurtful behaviour;  managing confidentiality; recognising  risks online | Respecting differences and similarities; discussing difference sensitively | Maintaining a balanced lifestyle; oral  hygiene and dental  Care  Health choices and  habits; what affects  Feelings; expressing  Feelings | 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 |
| **Year 5** | Managing friend-  ships and peer  influence | Physical contact and  feeling safe | Responding respect-  fully to a wide range  of people; recognising prejudice and  discrimination | Maintaining a balanced lifestyle; 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 |
| **Year 6** | Attraction to others;  romantic relation-  ships; civil partner-  ship and marriage | Recognising and  managing pressure;  consent in different  situations | Expressing opinions and respecting  other points of view,  including discussing  topical issues | What affects mental  health and ways  to take care of it;  managing change,  loss and bereavement; managing  time online  Healthy sleep  habits | 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  FGM | Valuing diversity;  challenging discrimination and stereo-  types | Evaluating media  sources; sharing  things online | Influences and  attitudes to money;  money and financial  risks |