St Lawrence PSHE overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and Friendships	• Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs.	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
Safe Relationships	• Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations

Respecting Ourselves and Others	- See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others.	- what kind and unkind behaviour mean in and out school - how kind and unkind behaviour can make people feel - about what respect means - about class rules, being polite to others, sharing and taking turns	- about the things they have in common with their friends, classmates, and other people - how friends can have both similarities and differences - how to play and work cooperatively in different groups and situations - how to share their ideas and listen to others, take part in discussions, and give reasons for their views	- to recognise respectful behaviours e.g. helping or including others, being responsible - how to model respectful behaviour in different situations e.g. at home, at school, online - the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society	- to recognise differences between people such as gender, race, faith - to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations - about the importance of respecting the differences and similarities between people - a vocabulary to sensitively discuss difference and include everyone	- to recognise that everyone should be treated equally - why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - what discrimination means and different types of discrimination e.g. racism, sexism, homophobia - to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	- about the link between values and behaviour and how to be a positive role model - how to discuss issues respectfully - how to listen to and respect other points of view - how to constructively challenge points of view they disagree with - ways to participate effectively in discussions online and manage conflict or disagreements
Belonging to a Community	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	- about examples of rules in different situations, e.g. class rules, rules at home, rules outside - that different people have different needs - how we care for people, animals and other living things in different ways - how they can look after the environment, e.g. recycling	- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups - about different rights and responsibilities that they have in school and the wider community - about how a community can help people from different groups to feel included - to recognise that they are all equal, and ways in which they are the same and different to others in their community	- the reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - what human rights are and how they protect people - to identify basic examples of human rights including the rights of children - about how they have rights and also responsibilities - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	- the meaning and benefits of living in a community - to recognise that they belong to different communities as well as the school community - about the different groups that make up and contribute to a community - about the individuals and groups that help the local community, including through volunteering and work - how to show compassion towards others in need and the shared responsibilities of caring for them	- about how resources are allocated and the effect this has on individuals, communities and the environment - the importance of protecting the environment and how everyday actions can either support or damage it - how to show compassion for the environment, animals and other living things - about the way that money is spent and how it affects the environment - to express their own opinions about their responsibility towards the environment	- what prejudice means - to differentiate between prejudice and discrimination - how to recognise acts of discrimination - strategies to safely respond to and challenge discrimination - how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this
Media Literacy and Digital Resilience	- The different types of technology that area available to us - Having a sensible amount of screen time	- how and why people use the internet - the benefits of using the internet and digital devices - how people find things out and communicate safely with others online	- the ways in which people can access the internet e.g. phones, tablets, computers - to recognise the purpose and value of the internet in everyday life - to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos - that information online might not always be true	- how the internet can be used positively for leisure, for school and for work - to recognise that images and information online can be altered or adapted and the reasons for why this happens - strategies to recognise whether something they see online is true or accurate - to evaluate whether a game is suitable to play or a website is appropriate for their age-group - to make safe, reliable choices from search results - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	- that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things - to recognise what online adverts look like - to compare content shared for factual purposes and for advertising - why people might choose to buy or not buy something online e.g. from seeing an advert - that search results are ordered based on the popularity of the website and that this can affect what information people access	- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise - basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased - that some media and online content promote stereotypes - how to assess which search results are more reliable than others - to recognise unsafe or suspicious content online - how devices store and share information	- about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked - how to recognise when images might have been altered - why people choose to communicate through social media and some of the risks and challenges of doing so - that social media sites have age restrictions and regulations for use - the reasons why some media and online content is not appropriate for children - how online content can be designed to manipulate people's emotions and encourage them to read or share things - about sharing things online, including rules and laws relating to this - how to recognise what is appropriate to share online - how to report inappropriate online content or contact

Money and Work		- that everyone has different strengths, in and out of school - about how different strengths and interests are needed to do different jobs - about people whose job it is to help us in the community - about different jobs and the work people do	- about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments - how money can be kept and looked after - about getting, keeping and spending money - that people are paid money for the job they do - how to recognise the difference between needs and wants - how people make choices about spending money, including thinking about needs and wants	- about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - about common myths and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - to recognise their interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby	- how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	- to identify jobs that they might like to do in the future - about the role ambition can play in achieving a future career - how or why someone might choose a certain career - about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values - the importance of diversity and inclusion to promote people's career opportunities - about stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training	- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if they are concerned about gambling or other financial risks
Physical Health and Mental Wellbeing	- Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- what it means to be healthy and why it is important - ways to take care of themselves on a daily basis - about basic hygiene routines, e.g. hand washing - about healthy and unhealthy foods, including sugar intake - about physical activity and how it keeps people healthy - about different types of play, including balancing indoor, outdoor and screen-based play - about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors - how to keep safe in the sun	- about routines and habits for maintaining good physical and mental health - why sleep and rest are important for growing and keeping healthy - that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies - the importance of, and routines for, brushing teeth and visiting the dentist - about food and drink that affect dental health - how to describe and share a range of feelings - ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others - how to manage big feelings including those associated with change, loss and bereavement - when and how to ask for help, and how to help others, with their feelings	- about the choices that people make in daily life that could affect their health - to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) - what can help people to make healthy choices and what might negatively influence them - about habits and that sometimes they can be maintained, changed or stopped - the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how feelings can change overtime and become more or less powerful	- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary - how to maintain oral hygiene and dental health, including how to brush and floss correctly - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	- how sleep contributes to a healthy lifestyle - healthy sleep strategies and how to maintain them - about the benefits of being outdoors and in the sun for physical and mental health - how to manage risk in relation to sun exposure, including skin damage and heat stroke - how medicines can contribute to health and how allergies can be managed - that some diseases can be prevented by vaccinations and immunisations - that bacteria and viruses can affect health - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - to recognise the shared responsibility of keeping a clean environment	- that mental health is just as important as physical health and that both need looking after - to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - identify where they and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult - about the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief - about the process of grieving and how grief can be expressed about strategies that can help someone cope with the

							• feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
Growing and Changing	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	• to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping Safe	• basic rules for keeping safe	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1]	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image

			medicines/household products ● about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel ● how to respond if there is an accident and someone is hurt ● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say		● that for some people using drugs can become a habit which is difficult to break ● how to ask for help or advice	● what to do and whom to tell if they think they or someone they know might be at risk of FGM	which may upset, hurt or embarrass them or others ● how to report the misuse of personal information or sharing of upsetting content/ images online ● about the different age rating systems for social media, T.V, films, games and online gaming ● why age restrictions are important and how they help people make safe decisions about what to watch, use or play ● about the risks and effects of different drugs ● about the laws relating to drugs common to everyday life and illegal drugs ● to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ● about the organisations where people can get help and support concerning drug use ● how to ask for help if they have concerns about drug use ● about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Theme Day / National Celebrations

November - Anti-Bullying Week including Odd Socks Day
November - Children In Need
December - Christmas Jumper Day
February - Safer Internet Day
March - Red Nose Day

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
Year 1	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
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	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
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	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
Year 4	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	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	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	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	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