

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Scheme of Work for Relationships Education, Physical Health and Wellbeing and Relationships and Sex Education

## PSHE Association

### Primary Programme Builder editable template – Thematic model

Our [Programme Builders \(.pdf version\)](#) include links to the quality assured resources for each area of PSHE education and advice on using the tools effectively. These Programme Builders are updated as soon as new resources are available, so we would encourage you to check in regularly to see the latest recommended resources.

We have also published one of these fully-editable MS Word templates for each Programme Builder to allow you to easily customise and tailor your long-term overview and term-by-term plans to meet the needs of your pupils.

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# 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

Term	Topic	In this unit of work, students learn...	Lesson overviews/ Teacher notes /resources
<b>Autumn</b> – Relationships	<b>Families and friendships</b> Roles of different people; families; feeling cared for  PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children’s lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone – and how to tell them – if they are worried about something in their family</li> </ul>	
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission  PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> <li>about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	<a href="http://www.childline.org.uk">www.childline.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  <a href="http://www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx">www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx</a>  <a href="http://www.kidshealth.org/kid/">www.kidshealth.org/kid/</a>  <a href="http://www.bbc.co.uk/education/topics/z3xxsbk">www.bbc.co.uk/education/topics/z3xxsbk</a> <a href="http://www.thinkuknow.co.uk/">www.thinkuknow.co.uk/</a>
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful  PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	
<b>Spring</b> – Living in the wider world	<b>Belonging to a community</b> What rules are; caring for others’ needs; looking after the environment  PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>	

<b>Spring</b> — Living in the wider world	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online  PoS Refs: L7, L8	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
	<b>Money and Work</b> Strengths and interests; jobs in the community  PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	
<b>Summer</b> — Health and wellbeing	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety  PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	
	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong  PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	
	<b>Keeping safe</b> How rules and age restrictions help us; keeping safe online  PoS Refs: H28, H34	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	

## PHSE Vocabulary Year 1

Safe	Special	Calm	Belonging	Rights	Responsibilities	Learning
Rewards	Proud	Consequences	Upset	Disappointed	Similar	Same as
Different	Differences	Similarity	Bullying	Deliberate	On Purpose	Unfair
Included	Bully	Bullied	Celebration	Unique	Success	Achievement
Goal	Learning	Process	Dreams	Team work	Working together	Celebration
Challenge	Feelings	Obstacle	Overcome	Achieve	Success	Healthy
Unhealthy	Balanced	Exercise	Sleep	Choices	Body Parts	Hygienic
Safe	Clean	Medicines	Trust	Safety	Family	Belong
Friends	Friendships	Qualities	Caring	Sharing	Kind	Like
Dislike	Greetings	Touch	Feel	Texture	Help	Helpful
Community	Confidence	Praise	Qualities	Skills	Self-belief	Incredible
Celebrate	Appreciate	Relationships	Changes	Life cycle	Baby	Adult
Grown up	Mature	Male	Female	Testicles	Vagina	Penis
Learn	Grow	New	Anxious	Worried	Excited	Coping



