

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
Autumn — Relationships	<p>Families and friendships Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • 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 	
	<p>Safe relationships Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • 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 	
	<p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • 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 	

		<ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	
Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> 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 	
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<ul style="list-style-type: none"> 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 	
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> 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 	
Summer	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> 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 	https://www.youtube.com/watch?feature=youtu.be&v=l_XNI5UTX84&app=desktop https://sleepcouncil.org.uk/work-with-us/education/

Summer — Health and wellbeing	PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> • 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 	
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> • 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 	
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help 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 law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	https://www.brook.org.uk/brook-learn/ https://kidshealth.org/en/kids/grow/?WT.ac=k-nav-grow#catperiods https://www.youtube.com/watch?v=W2IS-tB6Z3Vw&feature=emb_title

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

PSHE Vocabulary Year 5

Education	Appreciation	Opportunities	Goals	Motivation	Vision	Challenge
Rights	Citizens	British	Denied	Enterprise	Wealth	Poverty
Responsibilities	Prejudice	Rewards	Consequences	Choices	Learning charter	Cooperation
Collaboration	Participation	Motivation	Culture	Conflict	Difference	Similarity
Belong	Culture wheel	Racism	Colour	Race	Discrimination	Culture
Ribbon	Bullying	Rumour	Name calling	Racist	Homophobic	Cyber bullying
Texting	Problem solving	Indirect	Direct	Happiness	Difference	Culture
Similarities	Continuum	Developing world	Plantation	Celebration	Artefacts	Display
Presentation	Dream	Hope	Goal	Feeling	Achievement	Money
Grown up	Lifestyle	Job	Career	Profession	Salary	Contribution
Society	Hope	Determination	Perseverance	Motivation	Aspiration	Country
Sponsorship	Comic relief	Communication	Support	Rallying	Sponsorship	Team work
Cooperation	Choices	Healthy behaviour	Unhealthy behaviour	Informed decision	Pressure	Emergency
Procedure	Recovery position	Calm	Level-headed	Body image	Media	Celebrity
Altered	Self-respect	Eating problem	Respect	Healthy lifestyle	Characteristics	Personal qualities
Attributes	Self-esteem	Negotiate	Compromise	Trust	Loyalty	Anger
Betrayal	Empathy	Boyfriend	Girlfriend	Attraction	Pressure	Personal
Comfortable	Body language	Feelings/emotions	Positive	Negative	Jealousy	Safe
Technology	Communicate	Pressures	Resist	Risk	Harm	Identity
Personal information	Vulnerable	Self	Self-image	Body image	Perception	Aspects
Affirmation	Puberty	Menstruation	Periods	Sanitary towels	Tampons	Ovary
Vagina	Womb/Uterus	Sperm	Semen	Testicles/testes	Erection	Ejaculation
Wet dream	Larynx	Facial hair	Growth spurt	Hormones	Relationships	Fertilisation
Conception	Opportunities	Emotions	Fallopian tubes	Pregnancy	Embryo	Umbilical cord
Contraception	Manage	Teenager	Milestones	Perceptions	Change	Hope
Cope	Fear	Excitement	Anxious	Sexual intercourse	IVF	