

*'Encouraging each other, overflowing with hope.'*

St Thomas' CE  
Primary Academy  
PSHE/RSE

PSHE  
Association



  
Infinity Academies Trust

Ready to learn; Prepared to flourish.

# PSHE EDUCATION: LONG-TERM OVERVIEW - St Thomas' C of E Primary Academy

Concepts	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
Unit	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and Changing	Physical health and Mental wellbeing	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Roles of different people; families; feeling cared for <i>A growing appreciation of how families may look</i>	Recognising privacy; staying safe; seeking Permission <i>An understanding of keeping safe in my spare time</i>	How behaviour affects others; being polite and respectful <i>How do I treat others?</i>	Keeping healthy; food and exercise, hygiene routines; sun safety <i>Why does God provide healthy and safe choices?</i>	Recognising what makes them unique and special; feelings; managing when things go wrong <i>A growing realisation of being content with who they are is important for personal happiness</i>	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment <i>How can I help to look after the environment?</i>	Using the internet and digital devices; Communicating online	Strengths and interests; jobs in the Community <i>Why are there different roles in the community?</i>
Year 2	Making friends; feeling lonely and getting help  <i>Can say how I feel and how I want to feel</i>	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  <i>Deciding what is right and what is wrong</i>	Recognising things in common and differences; playing and cooperatively; sharing opinions  <i>A gowing appreciation that views and opinions of others should be listened to with respect.</i>	Why sleep is important; medicines and keeping healthy; keeping teeth; managing feelings and asking for help.  <i>An awareness of keeping my own body healthy.</i>	<b>Growing older;</b> <b>naming body parts;</b> <b>moving class or year</b>  <i>Consider how my body is my own</i>	Safety in different environments; risk and safety at home; emergencies  <i>When should we be aware of danger?</i>	Belonging to a group; roles and responsibilities; being the same and different in the community.  <i>An awareness of how I act in the community</i>	The internet in everyday life; online content and information  <i>Exploring meaning and purpose for ourselves and others</i>	What money is; needs and wants; looking after money  <i>Do we always use money for good?</i>
Year 3	What makes a family; features of family life  <i>Consider the strengths of different family lives</i>	Personal boundaries; safely responding to others; the impact of hurtful behaviour  <i>Developing resilience and inner strength</i>	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  <i>Consider if God wants me to treat everyone in the same way</i>	Health choices and habits; what affects feelings; expressing feelings  <i>A growing realisation of personal identity</i>	Personal strengths and achievements; managing and reframing setbacks  <i>Consider what type of person you want to be</i>	Risks and hazards; safety in the local environment and unfamiliar places  <i>A growing awareness of exploring safety in the local environment</i>	The value of rules and laws; rights, freedoms and responsibilities  <i>Explore the responsibilities I have in my country and beyond</i>	How the internet is used; assessing information online  <i>Be able to explain imaginative responses to questions of meaning</i>	Different jobs and skills; job stereotypes; setting personal goals  <i>Consider what positive change I can bring to the world</i>
Year 4	Positive friendships, including online <i>What do good</i>	Responding to managing confidence	Respecting differences <i>Responding with</i>	Maintaining a balance hygiene and dental care <i>The awareness of</i>	<b>Physical and emotional support with puberty (Year 5)</b>	Medicines and drugs common to everyday life	What makes a community; shared Responsibilities	How data is shared and used <i>discuss whether data</i>	Making decisions and keeping money safe

	friends look like online?		sensitivity and respectfully to others	growing and being healthy	An evolving sense of identity – growing and changing		acknowledgement of my own and others' contributions to the community	sharing is positive or harmful to others	Be imaginative with how to use and jkeep money safe
		ciality; recognising risks online  Considering is being a good friend easy?							
Year 5	Managing friendships and peer Influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid	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
	Is it better to please oneself or others first?	Knowing what a happy relationship feels like	Learning that there are a wide range of opinions and recognise what is right and wrong	Show respect to yourself	Understanding yourself and a relationship with a faith/God	Considering others suffering and how you could respond	Showing the beauty of the world not ugliness	Our role in evaluating information and sharing it	A growing ability to understand the role they have in the world
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	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 FGM	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
	A growing empathy with the values of others and building meaningful relationships	Understand being able to express themselves in a meaningful relationship	Exploring opinions and practices and consider the impact these have on others	An awareness of reflection and the way we approach our personal journey	Is reproduction and birth beautiful?	An understanding of how our values and faith direct our path	Be able to give an emotional response to and articulate their perspective	Respond to sources Online and evaluate our own behaviour and that of others	What is there to discover about our behaviour and understanding of money?

### Key Concepts Overview

**Relationships**

**Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (RSE 2020)**

Children need to understand that Relationships have a central role to how a child behaves with and learns from others. The ability to form positive relationships with others will give children the potential to flourish in wider society. It is of core importance that children are aware of negative relationships, the impact they can have and strategies to manage them.

Health and Wellbeing	<p>'Teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.'</p> <p>'teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.' (RSE 2020)</p> <p>Children need to know that their physical and mental health directly impacts their ability to feel happy, safe and secure. Children should be able to make educated choices to enable them to achieve positive physical and mental wellbeing and identify the factors which may negatively impact this.</p>
Living in the Wider World	<p><b>'the theme as a whole remains vitally important for pupils' personal development and economic Wellbeing'(PSHE Association PoS)</b></p> <p>Through Living in the Wider World children will learn how to set aspirational goals for their future steps in the wider society. Children will learn about wider communities and the importance of rules and laws within these, including online. Children will learn about strategies to achieve both socially and economically.</p>

Relationships	
Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> <li>• What constitutes as and how to create a safe and positive relationship, recognising factors which may influence this.</li> <li>• Understand that all families are different.</li> <li>• How to respect ourselves and others around us physically, socially and emotionally.</li> <li>• How to recognise, manage and find help when experiencing negative or hurtful incidents both online and in ..... and the effect this can have on a person.</li> <li>• Recognise prejudice and discrimination, what it means, how to identify it and the impact of it.</li> </ul>	<p>At the beginning of the session tell children through Relationship Education we learn how to love, care and be compassionate to <b>others</b>.</p> <p>Through self reflection children will learn how to show empathy and compassion towards others feelings and the impact their actions can have on another.</p> <p>Through self awareness children will explore the differences of families with the ability to recognise when a relationship has negative or positive elements.</p> <p>Through an objective position children will know the importance of diversity and equality with a recognition and clear understanding of the negative impact prejudice and discrimination carries.</p> <p>Tolerance will be demonstrated in listening to others views and opinions.</p>

Health and Wellbeing	
Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> <li>• How to identify and strategies to achieve a healthy lifestyle emotionally, physically and socially</li> <li>• How to keep safe e.g sun safety and within different environments</li> <li>• How to manage big feelings such as bereavement and how to create positive</li> </ul>	<p>At the beginning of the session tell children through through PSHE (Personal, Social, Health and Economic) we learn how to love <b>ourselves</b>.</p> <p>Through self reflection children will draw upon opportunities and experiences to aspire to achieve and maintain a healthy and balanced</p>

strategies for managing them.

- To understand the changes which occur to the human body including the changes which occur during puberty physically and emotionally.
- To identify a safe and unsafe situation and how laws help keep us safe.
- Goal setting and preparing for change
- Have an awareness of drugs and the impact this can have on a person's life.
- Have an awareness of basic first aid.
- That sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

lifestyle.

Children will learn how to express, understand and control their own emotions through self regulation.

Through self awareness children will gain an understanding of change and how it can impact individual through self awareness.

Children will have the knowledge to manage risk with a clear understanding of safe and unsafe environments and situations.

### Living in the Wider World

#### Substantive Knowledge

- Importance of care and compassion towards people, animals and our environment. The shared responsibility to look after it e.g recycling.
- How and why the internet is used, that all information online may not be true, how to make safe choices online and evaluate media sources with an understanding of the rules and laws
- To recognise unsafe and suspicious content online
- The importance of diversity and inclusion with different people having different strengths and roles in the wider community in regards to their job and what may influence this.
- Different groups that make up and contribute to a community e.g clubs, class, church and the rights and responsibilities within these.
- The value of money, how to get it, keep it safe and to understand the different choices people make in regards to spending.
- Understand what a stereotype is and how these might be challenged.

#### Disciplinary Knowledge

At the beginning of the session tell children we are learning how to keep ourselves safe within the wider world in preparation for life and work.

Through aspiration children will learn about different career choices and how diversity is a crucial element of our wider society.

Through clear oracy children will demonstrate an understanding of differing rules and responsibilities whilst challenging stereotypical views.

Through choice children will learn the value and use of money to build foundations for financial stability

Areas highlighted Yellow- Discussion yearly to suit cohort