



St. Cuthbert's Catholic Primary School

PSHE: Long Term Overview



	AUTUMN TERM Building Healthy Relationships	SPRING TERM Living in the Wider World	SUMMER TERM Health and Wellbeing
Y1	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Identify people who care for them eg. parents, siblings, grandparents, relatives, friends, teachers - Know that if they feel worried or unsafe, it is never their fault, and they should tell a trusted adult — and keep telling until someone listens. - Know that their body belongs to them, that some parts are private, and that they should never keep secrets that make them feel unsafe. - Understand how kind and unkind behaviour can make people feel - Know what respect means and how to show it to others and themselves.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand rules, rules at home, rules outside (community) - Know what recycling is and how this benefits our community. - Identify how and why people use the internet. - Explain how people find things out and communicate safely with others online. - Recognise that everyone has different strengths. - Appreciate there are different jobs in our community & the work people do.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand about physical activity and how it keeps people healthy - Know ways to take care of themselves on a daily basis and hygiene routines, e.g. hand washing - Identify their likes and dislikes and what they are good at - Be able to recognise their feelings and those of others through behaviours eg. Actions and words - Know about age restrictions on films, toys, games and play areas. - Identify and name safe adults who they can talk with.
	Key Vocabulary Families, Unsafe, Privacy, Behaviour, Respect	Key Vocabulary Rules, Internet, Devices, Job Community	Key Vocabulary Healthy, Routines, Unique, Feelings, Age Restrictions
Y2	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Know how to be a good friend, e.g. kindness, listening, honesty. - Know strategies for positive play, e.g. joining in, including others. - Know how to resist pressure to do something uncomfortable or unsafe, and tell a trusted adult if this happens. - How to ask for help if they feel unsafe or worried and keep telling until someone listens. - Identify things they have in common with others and things that make them different. - Demonstrate how to share ideas, listen to others, and work cooperatively in a group.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Describe being part of different groups and the role they play in these groups. - Understand that different people have different needs e.g. dementia. - Know the benefits of using the internet and digital devices. - Identify how people find things out and communicate safely with others online. - Know what money is and how to look after it safely. - Recognise the needs and wants of people, when making choices about spending or saving money.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Know that a good sleep routine maintains good physical and mental health - Know that strategies such as: playing outside, listening to music, spending time with others is a good way to improve / change mood. - Name the external genitalia for males and females including: vulva, vagina, penis and testicles. - Name goals in readiness for year 3 - Be able to identify risk e.g. road, water, rail safety and medicines - Name different emergency services available e.g. police, fire officers, ambulance/paramedics. - Know how to dial 999 (selecting the correct service) and know what to say in an emergency / how to act.
	Key Vocabulary Lonely, Excluded, Similarities, Differences, Cooperatively	Key Vocabulary Role, Responsibility, Factual, Money, Spending	Key Vocabulary Sleep, Rest, External Genitalia, Vagina, Penis, Risk, Emergency
Y3	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: Name various types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand the importance of abiding by the law and what might happen if rules and laws are broken. - Recognise what human rights are and how they protect people.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: Understand the effect of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle



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	- Understand that everyone deserves to be treated with kindness, courtesy and respect, including showing self-respect. - Know that everyone has a right to privacy and personal boundaries, including online. - Know simple ways to stay safe online, including protecting personal information and seeking help from a trusted adult. - Understand that bullying and hurtful behaviour, including online, are unacceptable and know how to seek help if needed. - Recognise and demonstrate respectful behaviours such as kindness, listening, including others, responsibility and good manners.	- Recognise that images and information online can be altered or adapted and the reasons for why this happens. - Make safe, reliable choices from search results. - Recognise common myths and gender stereotypes related to work. - Know some of the skills needed to do a job, such as teamwork and decision-making.	- Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health - Be aware of basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn / remembering what they are good at - Predict how to assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - Know how to help keep themselves safe in the local environment or unfamiliar places
	Key Vocabulary Self-Respect, Personal Boundaries, Consequences, Protection, Respectful Behaviour	Key Vocabulary Abide, Law, Human Rights, Rights of Children, Stereotype, Role Model, Skills	Key Vocabulary Habits, Physical Wellbeing, Mental Wellbeing, Contribution, Self-Worth, Setbacks, Risks, Hazards
Y4	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand that people have different preferences and needs. - Know that friendships can change and it's normal to have ups and downs. - Identify the difference between teasing, hurtful behaviour and bullying — including online — and understand the role of bystanders. - Know what to do or whom to tell if worried about online contact. - Understand how knowing someone online differs from face-to-face and the risks of communicating with people they don't know. - Use vocabulary to talk sensitively about difference and inclusion.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - To recognise that they belong to different communities as well as the school community - Understand how individuals can help communities e.g. through volunteering and work - To know ways to show compassion e.g. support homelessness in our city, local charities, community groups etc. - To understand organisations can use personal information to encourage people to buy things - To know that the order of search results can affect what information people access as they are based on popularity - Understand what a budget is and how different people spend this based on their values and needs - Know how to keep track of money and why it is important to know how much is being spent - To recognise different ways to pay for things and why they are used	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand what good physical health means and how to recognise early signs of physical illness - Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health - Identify external genitalia and reproductive organs - Share personal hygiene routines during puberty including washing regularly and using deodorant - Know about the effects of common drugs (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)
	Key Vocabulary Preferences, Teasing, Bullying, Bystander, Online Identity, Anonymous, Included	Key Vocabulary Compassion, Digital Footprint, Data, Search Engine, Consumer, Budget, E-Payments	Key Vocabulary Balanced Lifestyle, Oral Hygiene, Personal Hygiene, Medicine, Household Products, Drugs, Alcohol, Smoking
Y5	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Share characteristics of healthy and unhealthy relationships and the ways pressure can influence feelings, choices and behaviour. - Know positive strategies and ways to safely remove themselves from conflict and disagreements - The importance of consent, including asking for, giving and not giving permission for physical contact. - Ways to express personal boundaries positively in friendships and relationships and manage feelings appropriately	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand how resources such as funding are allocated and the effect this has on individuals, the environment and the local community eg. New police stations, homeless shelters, community hubs, etc. - Recognise the responsibility humans have of protecting the environment, animals and living things through charity, volunteer work, fundraising etc. - Identify the different uses of media and their purposes (entertain, inform, persuade and advertise)	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand what good physical health means and how to recognise early signs of physical illness - Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health - Identify external genitalia and reproductive organs - Share personal hygiene routines during puberty including washing regularly and using deodorant - Know about the effects of common drugs (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)



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	Know what discrimination means and the different types of discrimination eg. Racism, sexism, homophobia and understand it's impact on individuals and communities.	- Explore how online content can be judged as both safe and reliable; understand how this can lead to and promote stereotypes - Determine which factors play a key role in influencing career choices (eg. interests/hobbies, family, pay, working conditions, education) and understand the role ambition can play in achieving a future career - Define diversity and inclusion - Be aware of stereotyping in the workplace, its impact and how to challenge it	
	Key Vocabulary Pressure, Disagreements, Conflict, Permission, Unwanted Contact, Assertiveness, Discrimination, Equality	Key Vocabulary Resources, Allocation, Suspicious Content, Career, Diversity, Inclusion, Opportunities, Promotion	Key Vocabulary Sun Exposure, Skin Damage, Heat Stroke, Vaccine, Immunisation, Allergy, Personal Identity, Individuality, Respond
Y6	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Know that people who love each other can be of any gender, ethnicity or faith and that couples can show love and commitment through lifelong commitments - Explain how friends and people my age can influence my thoughts, feelings and behaviour and identify strategies to make choices that are right for me - Distinguish between assertive behaviour (expressing needs respectfully) and controlling behaviour (restricting others), and consider how to balance kindness with self-respect - Know how to recognise when an adult's behaviour is unsafe, harmful or inappropriate, including online and how to report this - Understand protected characteristics and how they link to the Equality Act (2010) – recognising this law exists to prevent discrimination.	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Define the word discrimination and understand what it means in context - Differentiate between prejudice and discrimination using safe strategies to challenge this - Understand how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - Understand how to recognise when images might have been altered and why people do this - Know how to recognise what is appropriate to share online - Explain how to report inappropriate online content or contact - Know how having or not having money can impact on a person's emotions, health and wellbeing - Know how to get help if they are concerned about gambling or other financial risks	CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - Be aware of strategies to manage time spent online and foster positive habits e.g. switching phone off at night - Know about the transition to secondary school and how this may affect their feelings - Know that pregnancy occurs when a sperm meets an egg and the fertilised egg settles into the lining of the womb - Know that images or texts can be quickly shared with others, even when only sent to one person, and what the impact of this might be - Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
	Key Vocabulary Commitment, Marriage, Civil Partnership, Peer Influence, Personal Values, Controlling, Balance, Protected Characteristics	Key Vocabulary Influences, Media Sources, Manipulated, Altered, Financial Risks, Debt, Fraud, Gambling	Key Vocabulary Ill Mental Health, Addiction, Transition, Independence, Human Reproduction, Human Lifecycle, Misuse, Legal / Illegal