

## Healthy Relationships Education and PSHE Long Term Overview

|        | Relationships  |  |  | Health and Wellbeing   |   |  | Living in the Wider World  |   |  |
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|        | Families and<br>friendships                                  | Safe relationships   | Respecting<br>ourselves and<br>others  | Physical health and<br>Mental wellbeing  | Growing and<br>changing   | Keeping safe   | Belonging to a community   | Media literacy and<br>digital resilience  | Money and work   |
| Year 1 | Roles of different<br>people; families;<br>feeling cared for | Recognising privacy;<br>staying safe   | How behaviour affects<br>others; being polite<br>and respectful  | Keeping healthy; food<br>and exercise, hygiene<br>routines; sun safety   | Recognising what<br>makes them unique<br>and special; feelings;<br>managing when things<br>go wrong                           | How rules and age<br>restrictions help us;<br>keeping safe online.                                       | What rules are; caring<br>for others' needs;<br>looking after the<br>environment                             | Using the internet and<br>digital devices;<br>communicating online                        | Strengths and interest;<br>jobs in the community   |
| Year 2 |  | Managing secrets;<br>resisting pressure and<br>getting help;<br>recognising hurtful<br>behaviour | Recognising things in<br>common and<br>differences; playing<br>and working<br>cooperatively; sharing<br>opinions | Why sleep is<br>important; medicines<br>and keeping healthy;<br>keeping teeth health;<br>managing feeling and<br>asking for help | Growing older; naming<br>body parts; moving<br>class or year.   | Safety in different<br>environments; risk and<br>safety at home;<br>emergencies                          | Belonging to a group;<br>roles and<br>responsibilities; being<br>the same and different<br>in the community. | The internet in<br>everyday life; online<br>content and<br>information                    | What money is; needs<br>and wants; looking<br>after money  |
| Year 3 |  | Personal boundaries;<br>safely responding to<br>others; the imact of<br>hurtful behaviour        | Recognising respectful<br>bahaiour; the<br>importance of self-<br>respect; courtesy and<br>being polite          | Health choices and<br>habits; what affects<br>feelings; expressing<br>feelings   | Personal strengths and<br>achievements;<br>manging and<br>reframing setbacks  | Risks and hazards;<br>safety in the local<br>environment and<br>unfamiliar places                        | The value of rules and<br>laws: rights freedoms<br>and responsibilities                                      | How the internet is<br>used; assessing<br>information online                              | Different jobs and<br>skills; job stereotypes;<br>setting personal goals                                       |
| Year 4 | Positive friendships,<br>incuding online                     | Responding to hurtful<br>behaviour; managing<br>confidentiality;<br>recognising risks<br>online  | Respecting differences<br>and similarities;<br>discussing difference<br>sensitively                              | Maintaining a<br>balanced lifestyle; oral<br>hygiene and dental<br>care  | Physical and emotional<br>changes in puberty;<br>external genitalia;<br>personal hygiene<br>routines; support with<br>puberty | Medicines and<br>household products;<br>drugs common to<br>everyday life                                 | What makes a<br>community; shared<br>responsibilities  | How data is shared and used   | Making decisions<br>about money; using<br>and keeping money<br>safe  |
| Year 5 |  | Physical contact and feeling safe  | Responding<br>respectfully to a wide<br>range of people;<br>recognising prejudice<br>and discrimaination         | Healthy sleep habits;<br>sun safety; medicines,<br>vaccinations,<br>immunisations and<br>allergies                               | Personal identity;<br>recognising<br>individuality and<br>different qualities;<br>mental wellbeing.                           | Keeping safe in<br>different situations,<br>including responding<br>in emergencies, first<br>aid and FGM | Protecting the<br>environment;<br>compassion towards<br>others   | How information<br>online is targeted;<br>different media types,<br>their role and impact | Identifying job<br>interests and<br>aspiration; what<br>influences career<br>choices; workplace<br>stereotypes |

## St. Cuthbert's Catholic Primary School Educate; Create; Witness: Christ at the Centre



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| Year 6 | relationships; civil partnership and | Recognising and<br>manging pressure;<br>consent in different<br>situations | Expressing opinions<br>and respecting other<br>points of view,<br>including discussing<br>topical issues | What affects mental<br>health and ways to<br>take care of it;<br>manging change, loss<br>and bereavement;<br>manging time online. | Human reproduction<br>and birth; increasing<br>independence;<br>managing transition | Keeping personal<br>information safe;<br>regulations and<br>choices; drug use and<br>the law; drug use and<br>the media | Valuing diversity;<br>challenging<br>discrimination and<br>stereotypes | Evaluating media<br>sources; sharing things<br>online | Influences and<br>attitudes to money;<br>money and financial<br>riska. |
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