



# Preston Grange Primary School

## PSHE LONG-TERM OVERVIEW

Autumn	Spring	Summer
Early Years		
<p><b>Nursery PSED Focus</b></p> <p><b>Transition into Nursery</b></p> <p>Begin to make friendships</p> <p>Form a secure bond with key adults and play in parallel.</p> <p>Observing others and copying ideas.</p> <p>Select from a small range of resources on offer within a single activity.</p> <p>Begin to follow the rules and routines of Nursery</p> <p>Become more outgoing with other adults in the setting</p> <p>Begin to link up with others by seeking out the same play experience</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p>	<p><b>Nursery PSED Focus</b></p> <p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate resources they need to achieve a goal.</p> <p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults.</p> <p>Spontaneously take turns, join in with simple discussions with an adult on how to make things fair.</p> <p>Choose the tools and materials they need to achieve their goal.</p> <p>Develop ways to calm themselves and use these with adult support.</p>	<p><b>Nursery PSED Focus</b></p> <p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting</p> <p>Contribute to decisions about room layout and resources.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self-calming spontaneously</p> <p>Carry out simple tasks requested to help someone else.</p> <p>Use a small range of adjectives to describe the emotions of story</p> <p>Articulate simple rules to other children.</p> <p>Develop appropriate ways of being assertive.</p> <p>Use a wider range of adjectives to describe feelings of friends and characters in books and films.</p> <p>Help other children to solve simple practical tasks.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p>Spontaneously carry out a job for others in the group.</p> <p>Take a role in domestic play and speak from another point of view</p> <p><b>Transition into Reception</b></p>
<p><b>Reception PSED Focus</b></p> <p><b>Transition into Reception</b></p> <p>Follow classroom routines</p> <p>including self-help with clothing.</p> <p>Follow classroom expectations.</p> <p>Define what makes me special.</p> <p>Build vocabulary around feelings.</p> <p>Follow wider school regimes.</p> <p>Articulate and demonstrate hand washing and food preparation.</p> <p>Identify healthy ingredients in healthy snacks.</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Perform confidently to an audience in a simple adult structured presentation.</p>	<p><b>Reception PSED Focus</b></p> <p>Articulate the rationale for wider school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games with adult support.</p> <p>Articulate simple problem solving approaches.</p> <p>Understand and name own feelings and those in others.</p> <p>Work in a small group on tasks like turn taking games without adult support.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Articulate how to solve simple problems.</p> <p>Choose ingredients suited to a healthy snack or recipe.</p>	<p><b>Reception PSED Focus</b></p> <p>Engage in more complex and extended turn-taking games.</p> <p>Read facial expressions and body language and extend the vocabulary of emotions.</p> <p>Articulate the reasons for success or failure in a challenge.</p> <p>Build strategies to make new friends.</p> <p>Engage in games where different participants have different roles.</p> <p>Build strategies to challenge undesirable behaviour towards others.</p> <p>Set simple goals and articulate how they will set out to achieve them.</p> <p><b>PSED ELGs</b></p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul> <p><b>Transition into KS1</b></p>

	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 including mental wellbeing; 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. How to know if family relationships are making them feel sad or unsafe.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour, including bullying	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 including bullying.	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 re-framing setbacks	Risks and hazards; safety in the local environment, unfamiliar places and unfamiliar people.

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 and first aid
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. Including reference to protected characteristics. Links to Mermaids.	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

- Bold text indicates statutory PSHE content

**Additional Theme/ Charity days or events**  
**Specific Dates to be checked each year and added to the school calendar**

Could be picked up in W/S assembly(ies), Key Stage assembly(ies), enrichment day(s/ week), class PHSE lesson, mixed age 'Clastle' session or one off events (e.g. cake sale)

**Aut 1**

Jeans for Genes  
Wear Pink – Cancer awareness - assemblies  
Show Racism the Red Card  
Black History Month - October - assemblies

**Aut 2**

Children in Need  
Antibullying Week  
Christmas Jumper Day - assemblies

**Spr 1**

Children's Mental Health Week  
LGBTQ+ History Month – February

**Spring 2**

Comic Relief / Sport Relief  
Empathy Day - assemblies  
Physical Health – NT Active Mile

**Summer 1**

Mental Health Awareness Week - assemblies  
Active mile - focus on physical health

**Summer 2**

School Diversity Week  
NSPCC underwear rule