



Long Row Primary School – PSHE Overview and Progression Cycle A



Being Safe	Core Aim of the Unit	Vocabulary
EYFS	Be Ready, Be Safe, Be Respectful. Familiarise children with school rules and daily routines inc. PE & calm activities	Body Parts for safety talks Penis, Vagina, Genitals, Appropriate touch, Just say 'no', privacy Safe, respect, listening, rules, acceptable, unacceptable, clean, danger
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	
Year 1/2 Keeping Safe	Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	Body Parts for safety talks Penis, Vagina, Testicles, Breasts, Genitals, Anus, Appropriate touch Safe, Privacy, Secrets, Respect, Physical contact, Unique, Good touch / bad touch, (body parts above), Just say 'no', Responsibility
	Talk about examples of rules and age restrictions that are there to keep them safe	
	Identifying possible risks/ hazards in the home and outside.	
	Explore how to keep safe and reduce risks at home and in their local environment.	
Year 1/2 First Aid	Recognises what to do if there is an accident and someone gets hurt. Including keeping themselves safe first.	
	Demonstrates how to ask for help including calling 999.	
Year 3/4 Keeping Safe	Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report	Body Parts for safety talks Penis, Vagina, Testicles, Breasts, Genitals, Anus, Appropriate touch <i>Build from KS1: Safe, Privacy, Secrets, Respect, Physical contact, Unique, Good touch / bad touch, (body parts above), Just say 'no', Responsibility</i>
	Identifying situations where age restrictions apply.	
	Identify and assess risk online/ offline. (Including in the home and when playing out).	
	Discuss ways to reduce risks at home and in the local environment in order to stay safe.	
Year 3/4 First Aid	Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/ stings.	Consent, online, Internet, consequences, risk, strategies,



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	Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency	danger, Confidence, boundaries, honesty, problem solving, compromise, pressure, privacy
Year 5/6 Keeping Safe	Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility/ balancing time online/offline	Body Parts for safety talks Penis, Vagina, Testicles, Breasts, Genitals, Anus, Appropriate touch <i>Build from KS1 and LKS2: Safe, Privacy, Secrets, Respect, Physical contact, Unique, Good touch / bad touch (body parts above), Just say 'no', Responsibility, Consent, online, Internet, consequences, risk, strategies, danger</i>
	Explain reasons for age restrictions/ regulations.	
	Predict, assess, and manage risks online and offline. (Including road and water safety).	
	Explore how the pressure/ excitement in the moment can affect how we manage risk.	
Year 5/6 First Aid	Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.	Habit, protect, social media, online gaming, live streaming, Youtube, CPR
	Explain how to respond in an emergency, including when and how to contact different emergency services	



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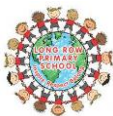
Bullying Matters	Core Aims of the Unit	Vocabulary
EYFS	Forming cooperative relationships with children & adults. Making healthy/safe choices: Road safety (keeping safe).	Feelings, difference, special, kindness, respect, accident, on purpose
Year 1/2 About Bullying	Explore what is bullying and what is not	Behaviour, Consequence, Cooperative, Listening, Unkind, Teasing, Unacceptable, Witness, Kindness, Respect, (emotions), STOP (Several Times on Purpose) (Start Telling Other People)
	Recognise kind and unkind behaviour in themselves and others	
	Identify that bodies and feelings can be hurt by words and actions	
	Understand that hurtful behaviour is not acceptable	
Year 1/2 Strategies and Support	Explore simple strategies to resolve arguments between friends.	
	Understand how to report bullying and who they can talk to.	
Year 3/4 About Bullying	Describe different types of bullying including the role of a bystander.	<i>Building from KS1: Behaviour, Consequence, Cooperative, Listening, Unkind, Teasing, Unacceptable, Witness, Kindness, Respect, (emotions), STOP (Several Times on Purpose) (Start Telling Other People)</i>
	Recognise that our behaviour can affect others	
	Identify how the body may react to unhappy or uncomfortable feelings	
	Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable	
Year 3/4 Strategies and Support	Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline	Discrimination, teasing, cyberbullying, prejudice language, consequence, victim, bully, bystander, disability, lesbian, gay, bisexual, transgender
	Recognise the importance of seeking support and identify how they might do this.	
Year 5/6 About Bullying	Explain what direct, indirect, and cyberbullying means	<i>Building from KS1: Behaviour, Consequence, Cooperative, Listening, Unkind, Teasing,</i>
	Identify when banter or other behaviour becomes unkind.	



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	Analyse ways to identify and manage uncomfortable feelings online/ offline	<i>Unacceptable, Witness, Kindness, Respect, (emotions), STOP (Several Times on Purpose) (Start Telling Other People), lesbian, gay, bisexual, transgender</i>
	Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.	
Year 5/6 Strategies and Support	Identify positive strategies that may help to resolve disputes in friendships.	Discrimination, teasing, cyberbullying, prejudice language, consequence, victim, bully, bystander, disability
	Describe some barriers to accessing support	
	Recognise the importance of seeking support if feeling lonely, excluded, or unsafe	



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Relationships	Core Aims of the Unit	Vocabulary
EYFS	Form positive attachments to adults and friendships with peers. Making healthy/safe choices, including food.	Relationship, friend, friendship, kindness, respect, listening,
Year 1/2 Friendships	Explain what makes a good/ friend friendship.	Behaviour, Consequence, Cooperative, Listening, Unkind, Teasing, Unacceptable, Witness, Kindness, Respect, (emotions), STOP (Several Times on Purpose) (Start Telling Other People) similarities, difference, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies
	Talk about some ways to make friends.	
	Explain basic techniques for resisting pressure.	
	Recognise kind and unkind behaviour.	
	Name the special people in their lives.	
	Resolve conflict in simple ways e.g. choosing to share, take turns, etc.	
	Tell someone if you are worried about something in a relationship/family.	
Year 1/2 Families	Talk about some ways that their family is the same or different to others.	
	Describe some things they enjoy doing with their family and how it makes them feel	
Year 3/4 Friendships	Identify what makes a positive healthy or unhealthy friendship.	<i>Build from KS1: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies</i> Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, lesbian, gay, bisexual, transgender
	Identifying strategies to build friendships.	
	Understand the difference between persuasion, influence and pressure	
	Explain how kindness can support wellbeing.	
	Recognise there are different types of relationships.	
	Explain what can cause arguments with friends and describe some ways to resolve them.	



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	Recognise the importance of asking for help if we feel worried lonely or excluded.	Discrimination, teasing, cyberbullying, prejudice language, consequence, victim, bully, bystander, disability
Year 3/4 Families	Recognise that there are different types of family structures.	
	Explain what it means to them to be part of a family.	
Year 5/6 Friendships	Reflect on what the qualities of a good friendship/ relationship are and are not.	<i>Build from KS1 and KS2: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies, Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, human rights, lesbian, gay, bisexual, transgender</i>
	Identify and apply strategies that support healthy friendships.	
	Use strategies to manage peer influence and the need for peer approval	
	Explore what a loving caring relationship means.	
	Understand what marriage and civil partnership means	
	Understand that forced marriage is a crime	
	Use strategies to positively resolve disputes and reconcile differences in friendships.	
	Explain when and how to seek advice if family, friendship, or relationships make them unhappy through a range of options	
Year 5/6 Families	Explore and respect that there are different family structures in society.	Sexual orientation, gender identity, civil partnerships, marriage, confidential, Discrimination, teasing, cyberbullying, prejudice language, consequence, victim, bully, bystander, disability
	Reflect on how being part of a family should provide stability and love.	



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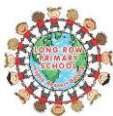
Diversity Matters	Core Aims of the Unit	Vocabulary
EYFS	Making healthy/safe choices, including teeth	Feelings, positive, similarities, differences, respect, kindness, include
	Explore similarities and differences	
Year 1/2 Similarities and differences	Recognise ways they are the same as and different to others.	Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies
	Talk about some ways that they are special.	
	Express their thought and opinions and recognise that others can be different.	
Year 1/2 Respecting others	Talk about some ways to treat themselves and others with kindness.	
	Know what it means if something is fair or unfair.	
Year 3/4 Similarities and differences	Discuss a range of the similarities/ differences between people.	<i>Build from KS1: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies</i>
	Explore what contributes to who we are.	
	Listen actively to others' views and explore how they are the similar or different to their own.	
Year 3/4 Respecting others	Recognise the importance of self-respect and demonstrate ways to respect others.	Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, lesbian, gay, bisexual, transgender
	Recognise and challenge stereotypes	
	Explain the concept of being equal.	
Year 5/6 Similarities and differences	Reflect on diversity and what it means and the benefits of living in a diverse community.	<i>Build from KS1 and KS2: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind,</i>
	Recognise their individuality and identify their personal qualities.	
	Understand that their views and opinions come from our different backgrounds and experiences.	



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Year 5/6 Respecting others	Model how to discuss or debate respectfully.	<i>Cooperate, Strategies, Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, human rights, lesbian, gay, bisexual, transgender</i> Sexual orientation, gender identity, sex, civil partnerships, marriage, confidential,
	Explain the importance of having respect and compassion for self and others.	
	Recognise how stereotypes are perpetuated and have some strategies to challenge positively.	
	Identify different types of discrimination and recognise the impact they can have.	
	Understand that there are laws about discrimination so that we can live in a fair society.	



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Drug Education	Core Aims of the Unit	Vocabulary
EYFS	Making healthy/safe choices: Active bodies	Safe, unsafe, healthy,
Year 1/2 Knowledge	Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition).	Medicine, Harmful, Safe, Choice, Kindness, Prevent illness, Ease pain, Illness, Vaccination
	Understand that household products, including medicines, can be harmful if not used properly	
Year 1/2 Managing Risks	Explore that medicines come in different forms and are used in different ways.	
	Understand that things that people put into their body or on their skin can affect how people feel.	
	Talk about some simple rules for staying safe around medicines and other household substances/ products.	
	Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.	
Year 3/4 Knowledge	Describe the different purposes that medicines have.	<i>Build from KS1: Medicine, Harmful, Safe, Choice, Kindness, Prevent illness, Ease pain, Illness, Vaccination</i>
	Explain the importance of taking medicines correctly and using household products safely	
Year 3/4 Managing Risks	Describe risk in relation to the use of medicines/household products and suggest what action to take to help prevent or minimise harm	Inhaler, e-cigarette, cigarette, tobacco, vitamins, alcohol, rules, risks, dangers, consequence.
	Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.	
	Recognise a circle of support and how to ask for help	
	Demonstrate what to do in an emergency.	
Year 5/6 Knowledge	Understand that there are rules and laws surrounding the use of medicines and drugs and household products.	<i>Build from KS1 and LKS2: Medicine, Harmful, Safe, Choice, Kindness, Prevent illness, Ease pain, Illness, Vaccination, Inhaler, e-cigarette,</i>
	Reflect on the risks/effects that legal drugs common to everyday life can have on health	



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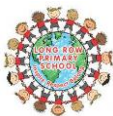
Year 5/6 Managing Risks	describe some ways in which alcohol, tobacco and other substances can affect the body/ decision making	<i>cigarette, tobacco, vitamins, alcohol, rules, risks, dangers, consequence.</i> Influences, pressure, media, advertisement, caffeine, energy drinks, addictive, chemicals
	Explain why some substances are harmful for growing bodies	
	Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.	
	Identify a range of strategies to better manage situations involving peer influence/peer approval	
	Research reliable sources of information/support for children/adults affected by their own or someone else's drug use.	



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Money Matters	Core Aims of the Unit	Vocabulary
EYFS	Enterprise project: Transition & moving on	Emotions, feelings, community, money, saving, spending.
	Name the parts of the body including vagina and penis and know they are private - Pantosaurus	
Year 1/2 Economic Wellbeing	Understand what money is and its different forms.	Coins, Notes, Spend, Save, Share, Wants, Needs, Raise, Collected, Profit
	Describe some ways money can be looked after.	
	Recognise that people make different choices about how to spend/ save money	
	Talk about some things we all need and some things we want but don't need.	
Year 1/2 Work, Aspirations and Careers	Know that everyone has different strengths and talents, in and out of school.	
	Name some different jobs that people do	
Year 3/4 Economic Wellbeing	Explain some different ways to pay for things.	<i>Build from KS1: Coins, Notes, Spend, Save, Share, Wants, Needs, Raise, Collected, Profit ,</i> Needs, wants, pocket money, costs, enterprise, energy
	Explain some different ways to keep track of money.	
	Identify that people have different attitudes towards saving/spending.	
	Recognise that people make spending decisions based on needs, wants and priorities.	
	Identifying the ways that money can impact on people's feelings.	
	Recognise that people's spending decisions can affect others and the environment	
Year 3/4 Work, Aspirations and Careers	Recognise positive things about themselves and their achievements.	
	Identify some of the skills that may help them in their future careers.	



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Year 5/6 Economic Wellbeing	Understand what a bank account is and how this is linked to payment	Money <i>Build from KS1 and KS2: Coins, Notes, Spend, Save, Share, Wants, Needs, Raise, Collected, Profit, Needs, wants, pocket money, costs, enterprise, energy</i> Interest, loan, debt, tax, social media, advertising, council tax, entrepreneur, dare
	Understand the risks associated with money and ways of keeping money safe	
	Identify the risks involved in gambling activities	
	Explain some ways to get help if they are concerned about gambling or other financial risks.	
	Reflect on the role that money plays in people lives, attitudes towards it and what influences decisions about spending and saving	
	Identify the impact that having or not having money can have on a person's wellbeing	
	Explain some ways that money is/ can be money distributed to benefit the community.	
Year 5/6 Work, Aspirations and Careers	Identify how skills can help them with their future career.	
	Identify jobs that they might like to do in the future.	
	Discuss their views on how or why someone may or may not choose a certain career.	
	Recognise a variety of routes into careers.	
	Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations	

Puberty is taught every year for year 5 and 6 and Conception in year 6 (see Growing Up unit in Cycle B for the puberty and conception aims and vocabulary).