



**Preston Grange Primary School**  
**PSHE LONG-TERM OVERVIEW**

Autumn	Spring	Summer
<b>Early Years</b>		
<p align="center"><b>Nursery PSED Focus</b></p> <p><b>Transition into Nursery</b> Begin to make friendships Form a secure bond with key adults and play in parallel. Observing others and copying ideas. Select from a small range of resources on offer within a single activity. Begin to follow the rules and routines of Nursery Become more outgoing with other adults in the setting Begin to link up with others by seeking out the same play experience Locate and bring additional resources to activities to achieve a particular goal.</p>	<p align="center"><b>Nursery PSED Focus</b></p> <p>Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate resources they need to achieve a goal. Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns, join in with simple discussions with an adult on how to make things fair. Choose the tools and materials they need to achieve their goal. Develop ways to calm themselves and use these with adult support.</p>	<p align="center"><b>Nursery PSED Focus</b></p> <p>Follow rules without reminders. Listen and talk to special visitors to the setting Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self-calming spontaneously Carry out simple tasks requested to help someone else. Use a small range of adjectives to describe the emotions of story Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help other children to solve simple practical tasks. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group. Take a role in domestic play and speak from another point of view</p> <p><b>Transition into Reception</b></p>
<p align="center"><b>Reception PSED Focus</b></p> <p><b>Transition into Reception</b> Follow classroom routines including self-help with clothing. Follow classroom expectations. Define what makes me special. Build vocabulary around feelings. Follow wider school regimes. Articulate and demonstrate hand washing and food preparation. Identify healthy ingredients in healthy snacks. Distinguish between healthy food choices and special treats. Articulate and demonstrate teeth cleaning. Perform confidently to an audience in a simple adult structured presentation.</p>	<p align="center"><b>Reception PSED Focus</b></p> <p>Articulate the rationale for wider school regimes and expectations. Work in a small group on tasks like turn-taking games with adult support. Articulate simple problem solving approaches. Understand and name own feelings and those in others. Work in a small group on tasks like turn taking games without adult support. Work in pairs to succeed in a challenge. Articulate how to solve simple problems. Choose ingredients suited to a healthy snack or recipe.</p>	<p align="center"><b>Reception PSED Focus</b></p> <p>Engage in more complex and extended turn-taking games. Read facial expressions and body language and extend the vocabulary of emotions. Articulate the reasons for success or failure in a challenge. Build strategies to make new friends. Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. 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)

<p style="text-align: center;"><b>Aut 1</b></p> <p style="text-align: center;">Jeans for Genes Wear Pink – Cancer awareness - assemblies Show Racism the Red Card Black History Month - October - assemblies</p> <p style="text-align: center;"><b>Aut 2</b></p> <p style="text-align: center;">Children in Need Antibullying Week Christmas Jumper Day - assemblies</p>	<p style="text-align: center;"><b>Spr 1</b></p> <p style="text-align: center;">Children's Mental Health Week LGBTQ+ History Month – February</p> <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;">Comic Relief / Sport Relief Empathy Day - assemblies Physical Health – NT Active Mile</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;">Mental Health Awareness Week - assemblies Active mile - focus on physical health</p> <p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;">School Diversity Week NSPCC underwear rule</p>
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