



SSMJ PSHE Long Term Overview and Progression Document



Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Familied 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
EYFS All about me and understanding feelings. <ul style="list-style-type: none"> Name special people in their lives. Describe different feelings. 	Recognising differences between us all, how we are all unique. <ul style="list-style-type: none"> Talk about similarities and differences. Identify who can help if they are sad worried or scared. Identifies ways to help others or themselves if they are sad or worried. Be sensitive towards others and celebrate what makes them unique. Recognise we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. 		Caring for the world and our environment. <ul style="list-style-type: none"> Name adults in their lives and those in their community who keep them safe. Identify how they can care for their home and special people. Talk about how they can make an impact on the natural world. 	Keeping safe online. <ul style="list-style-type: none"> Know age appropriate ways to stay safe online. 	Saving money. <ul style="list-style-type: none"> Money needs to be collected overtime to save. Know reasons why people save money. Know how money is used and what for. 	How to be my best – trying again. <ul style="list-style-type: none"> Feel resilient and confident in their learning. Name and discuss types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand they can make healthy choices. Name and recognise how healthy choices can keep us well. 	Life stages <ul style="list-style-type: none"> Demonstrate skills in building friendships and cooperation. Learn and use strategies or skills in approaching challenges. Understand there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use correct vocabulary when naming the different body parts. 	Keeping safe <ul style="list-style-type: none"> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their homes, classroom and outside. Name adults in their lives and those in their community who keep them safe.



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								<ul style="list-style-type: none"> Know how to keep yourself safe. 	
Year 1	<p>Roles of different people; families; feeling cared for.</p> <p>Objectives Covered:</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives own</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own.</p>	<p>Recognising privacy; staying safe; seeking permission.</p> <p>Objectives Covered:</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>How behaviour affects others; being polite and respectful</p> <p>Objectives Covered:</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Objectives Covered:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>Using the internet and digital devices; communicating online.</p> <p>Objectives Covered:</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>Strengths and interests; jobs in the community.</p> <p>Objectives Covered</p> <p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p>Objectives Covered:</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p>Objectives Covered:</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the</p>	<p>How rules and age restrictions help us; keeping safe online.</p> <p>Objectives Covered:</p> <p>H28. about rules and age restrictions that keep us safe.</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>



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	<p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>different to others</p>				<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from me online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>same me, or feels the same about the same things</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p>	
<p>Year 2</p>	<p>Making friends; feeling lonely and getting help.</p> <p>Objectives Covered:</p> <p>R6. about how people make</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Objectives Covered:</p>	<p>The internet in everyday life; online content and information,</p> <p>Objectives Covered:</p>	<p>What money is; needs and wants; looking after money.</p> <p>Objectives Covered:</p> <p>L10. what money is; forms</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Growing older; naming body parts; moving class or year</p> <p>Objectives Covered:</p> <p>H20. about change and loss (including death); to identify feelings associated</p>	<p>Safety in different environments; risk and safety at home; emergencies.</p> <p>Objectives Covered:</p>



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<p>friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>Objectives Covered:</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>R14. that sometimes people may behave differently</p>	<p>Objectives Covered:</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs</p>	<p>Objectives Covered:</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending</p>	<p>with this; to recognise what helps people to feel better</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p>	<p>H29. to recognise risk in simple everyday situations and what actions to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and re safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how</p>
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		<p>online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to</p>				<p>help people to earn money to pay for things</p>	<p>me with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>		<p>to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>
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		use when asking for help; importance of keeping trying until they are heard							H37. about things that people can put into their body or on their skin; how these can affect how people feel
Year 3	<p>What makes a family; features of family life</p> <p>Objectives Covered:</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships,</p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Objectives Covered:</p> <p>R19. About the impact of bullying, including offline and online, and the consequences</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Objectives Covered:</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>Objectives Covered:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>L2. how people and other living things have different needs; about the</p>	<p>How the internet is used; assessing information online</p> <p>Objectives Covered:</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>Objectives Covered:</p> <p>L25 to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>Objectives Covered:</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Objectives Covered:</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Objectives Covered:</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and</p>



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	<p>online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give</p>	<p>of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other</p>	<p>behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous,</p>	<p>responsibilities of caring for them.</p> <p>L3. about things they can do to help look after their environment</p>	<p>reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>L30. about some of the skills that will help them in their future careers e.g.</p>	<p>might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including</p>	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
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	<p>family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>people; to recognise and model respectful behaviour online</p>	<p>respectful relationships</p>			<p>teamwork, communication and negotiation</p>	<p>obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance</p>		
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							of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways		
Year 4	<p>Positive friendships, including online Objectives Covered:</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. what constitutes a</p>	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online Objectives Covered:</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-</p>	<p>Respecting differences and similarities; discussing difference sensitively Objectives Covered:</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in</p>	<p>What makes a community; shared responsibilities Objectives Covered:</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care</p>	<p>How data is shared and used Objectives Covered:</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is</p>	<p>Making decisions about money; using and keeping money safe Objectives Covered:</p> <p>L17. about the different ways to pay for things and the choices people have about this L19. that people's spending decisions can</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care Objectives Covered:</p> <p>H2. about the elements of a balanced, healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Objectives Covered:</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to</p>	<p>Medicines and household products; drugs common to everyday life. Objectives Covered:</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>



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	<p>positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-</p>	<p>calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. about keeping something</p>	<p>common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit</p>
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	<p>to-face; risks of communicating online with others not known face-to-face</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>						<p>growing and changing, especially about puberty</p>	<p>which can be difficult to break</p>
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Year 5	Managing friend- ships and peer influence Objectives Covered:	Physical contact and feeling safe Objectives Covered:	Responding respect- fully to a wide range of people; recognising prejudice and discrimination Objectives Covered:	Protecting the environment; compassion towards others. Objectives Covered:	How information online is targeted; different media types, their role and impact Objectives Covered:	Identifying job interests and aspirations; what influences career choices; workplace stereo- types Objectives Covered:	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Objectives Covered:	Personal identity; recognising individuality and different qualities; mental wellbeing Objectives Covered:	Keeping safe in different situations, including responding in emergencies, first aid and FGM Objectives Covered:
	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing,</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that</p>	<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to</p>	<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H25. about personal identity; what contributes to who we are (e.g.</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know</p>



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	<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this</p>	<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if</p>	<p>R21. about discrimination: what it means and how to challenge it.</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to</p>	<p>recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>connected devices can share information</p>	<p>certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>L31. to identify the kind of job that they might</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p>	<p>how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at</p>
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	and ask for support if necessary R26. about seeking and giving permission (consent) in different situations	worried about their own or someone else's personal safety (including online)	improve or support courteous, respectful relationships. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own			like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			
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Year	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 stereo- types.	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks.	What a effects 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.
6	<p>Objectives Covered:</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be</p>	<p>Objectives Covered:</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and</p>	<p>Objectives Covered:</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge</p>	<p>Objectives Covered:</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others;</p>	<p>Objectives Covered:</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>L11. recognise ways in which the internet</p>	<p>Objectives Covered:</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of</p>	<p>Objectives Covered:</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like</p>	<p>Objectives Covered:</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>Objectives Covered:</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private;</p>



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<p>attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to</p>	<p>report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>those they disagree with</p>	<p>ways of responding to it if witnessed or experienced L21. different ways to keep track of money</p>	<p>and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on</p>	<p>keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p>	<p>strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise</p>
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<p>people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all</p>				<p>social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>		<p>that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
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	types can give family members love, security and stability								H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
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