Long Term PSHE Plan

	EYFS	In EYFS, PSHE objectives are embedded throughout children's daily experiences, routines and relationships. Children are introduced to the Rule of Law through our school Pocket Principles and Fantastics, helping them understand the importance of rules, respect, responsibility and positive behaviour. Children develop their social and emotional skills through opportunities to work together, share, take turns and solve problems. Through Footprint Friday, children explore the outdoors, work collaboratively and develop an understanding of caring for and respecting their environment. Regular use of our woodland area and other outdoor activities further supports children's confidence, independence, resilience, teamwork and understanding of their place within their school and wider community.		
Autumn 1		**Year 1**	**Year 2**	**Year 3**
	Title	**My Healthy Self: How can we look after our emotions?**	**My Healthy Self: How can we look after our bodies?**	**My Healthy Self: How can I take care of my mind and body?**
	Unit Overview	• Name the six basic emotions and recognise them using face and body clues. • Explain that people can feel different emotions in the same situation and give simple reasons why. • Describe emotions as comfortable or uncomfortable. • Describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' • Identify what makes them feel calm, relaxed or excited. • Explain why rest and enjoyable activities are important for wellbeing. • Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. • Say how they feel and identify trusted adults who can help when feelings feel difficult.	• Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. • Identify some things that help them have a good night's sleep. • Explain why sleep is important and describe how they feel depending on how well they have slept. • Name and describe a range of fruits and vegetables. • Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. • Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. • Explain in simple terms why water and healthy foods help the body. • Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. • Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.	• Describe how our minds and bodies are connected. • Describe physical factors that can influence how a person feels. • Explain why sleep is important to maintain good mental and physical health. • Explain that emotions affect actions and decisions. • Describe ways to manage difficult emotions. • Recognise signs that someone needs help. • Identify trusted adults and appropriate actions.

Autumn 2	Title	**Connecting With Others:** **How can I help myself and others feel happy and safe?**	**Connecting With Others:** **How can I build safe, kind and caring relationships with others?**	**Connecting With Others:** **What helps us feel safe and included?**
	Unit Overview	• Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group.	• Identify similarities and differences between themselves and others. • Recognise that everyone has unique qualities which make them special. • Explain why kindness towards people who are different is important. • Comment or answer questions about families with respect for others. • Ask for help with a falling-out if they need it. • Say when something feels okay or not okay. • Know it is never their fault if they feel unsafe. • Identify and name trusted adults at home and at school. • Use clear phrases to ask for help when something feels wrong or not okay. • Recognise when they or someone else is being bullied.	• Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing
Spring 1	Title	**The Online World:** **How do we spend time online?**	**The Online World:** **How can we stay safe online?**	**The Online World:** **How should we communicate online?**
	Unit Overview	• Recognise different ways they go online in everyday life. • Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. • Recognise that polite behaviour online is the same as polite behaviour in person. • Explain why it is important to balance screen time with in-person activities. • Recognise when something online is not meant for children	• Give examples of things people do online. • Say what sharing online means. • Recognise that many people might see something shared online. • Understand that private information should not be shared online. • Recognise when someone has shared private information online. • Say what to do if private information is shared online. • Recognise that not everything seen online is real or shows the whole story.	• Identify what the internet can be used for. • Identify the benefits and challenges of online and in-person communication. • Communicate respectfully and appropriately in an online environment. • Recognise that disrespectful online communication can have a negative impact on others. • Identify some types of online bullying behaviour. • Choose whether to accept a friend request in an online game.

		and know to stop and tell a trusted adult. • Can explain simple ways to help stay safe online.	• Recognise when something online might make them feel worried, uncomfortable or unsure. • Recall simple rules to help them stay safe online.	• Recognise that some online features are not suitable for all ages. • Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
Spring 2	Title	**Citizenship:** **How can I help others and the environment?**	**Citizenship:** **How do people belong to a community and earn money?**	**Citizenship:** **What rights and responsibilities do we have?**
	Unit Overview	• Name some things that babies and younger children need and explain how adults help to care for them. • Describe safe ways they can help to care for a baby or younger child. • Name some needs of different animals and give examples of how people can care for them. • Explain ways they can help to look after the school environment. • Share ideas respectfully and give reasons for their opinions. • Name people who help to look after the school and local environment and explain why their work is important. • Give examples of rules that help people, animals and places. • Explain simply how rules help people.	• Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. • Recognise that some groups or communities are chosen and some are not. • Give examples of how people contribute to a community and compare different ways people contribute. • Name jobs people do in the local and wider community and describe how they help people or communities. • Explain why jobs are important and what might happen if nobody did them. • Identify what money is used for and explain how it is used to buy goods and services. • Identify and compare different ways adults get money, recognising that adults do not all get money in the same way.	• Recognise that human rights are rights everyone has and give examples of these rights. • Explain that rights help people live safely, fairly and with respect. • Describe some ways adults can help make sure children can access their rights. • Suggest practical ways individuals can reduce materials or energy use. • Explain why reducing usually comes before reusing and recycling in the waste reduction triangle. • Explain that reusing is often better than recycling because recycling still uses energy and resources. • Give examples of how familiar items can be reused or upcycled. • Explain why recycling is important for the environment. • Identify examples of local council responsibilities. • Explain simply why councils need to choose spending priorities.

Summer 1	Title	**Health Protection:** **How can I protect myself and others in daily life?**	**Growing Up:** **How can we look after and respect our bodies as we grow?**	**Health Protection:** **How can we prevent illness and injury and respond if they happen?**
	Unit Overview	• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. • Choose suitable clothing for different weather conditions. • Describe how to stay safe in hot weather. • Name a range of health workers and explain ways they help prevent illness. • Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. • Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. • Identifying which injuries need to be reported to an adult immediately. • Recognise when an injury or illness is an emergency. • Knowing that 999 should be called in a medical emergency.	• Identify physical changes in people as they grow. • Recognise that changes to the body are a normal part of growing up. • Give examples of things children can do that they could not do as babies or toddlers. • Explain what personal body boundaries are. • Use simple language to say if they feel uncomfortable or want to say no. • Use the correct names for body parts. • Describe what to do if someone tries to touch a private body part without permission. • Recognise situations where privacy should be respected. • Explain ways to respect other people's bodies and personal belongings. • Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.	Exploring hygiene, sun safety, vaccines and basic first aid.
Summer 2	Title	**Staying Safe:** **How can I stay safe?**	**Staying Safe:** **How can I make safe choices in different places?**	**Citizenship:** **What careers do people choose and why?**
	Unit Overview	• Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm.	• Give reasons why their body is special. • Give examples of the PANTS rules. • Recall the stop, do not touch, tell and ask rules.	• Name different jobs and explain what a career is. • Describe different ways people can learn or train for a career.

		• Name things that are safe or unsafe to put in or on their body. • Describe and use simple safety rules in familiar places such as the home and school. • Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads. • Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. • Name some trusted adults at home and at school and say who they could go to for help in different places. • Use simple, clear phrases to ask a trusted adult for help.	• Identify how dangers could cause harm. • Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. • Recall the stop, stay, ask rule. • Tell a safe adult their name and who they are looking for. • Identify that water can be dangerous. • Recall simple rules to keep themselves safe around water.	• Explain what an influence is and identify some things that can influence career choices. • Recognise that different people can be influenced by different things when thinking about careers. • Identify some of their own strengths and skills and describe how these can be useful at school. • Explain how the same skill can be useful in different jobs and roles. • Recognise gender stereotypes about jobs and explain why gender does not determine a person's strengths, skills or career choices. • Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. • Give some reasons why people might change careers. • Explain how existing strengths and skills can be useful in a new career.

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		Year 4	Year 5	Year 6
Autumn 1	Title	**My Healthy Self: How can I make healthy choices?**	**My Healthy Self: How can I support my mind and body as I grow?**	**My Healthy Self: How do my choices today shape my future health?**
	Unit Overview	• Describe the role of different food groups in keeping us healthy. • Explain why eating a variety of foods matters. • Name activities that help them stay active at school and at home. • Explain how being active helps their bodies stay strong and healthy. • Explain the importance of diet and hydration in maintaining energy levels. • Identify behaviours that can positively and negatively affect energy levels. • Describe simple signs of emotional or mental health challenges using familiar vocabulary. • Explain why asking for help is important. • Describe the difference between a fixed and a growth mindset. • Recognise how helping others can make them feel good.	• Identify nutrients on traffic light food labels. • Compare traffic light food labels to make a healthier choice. • Describe how active they are now and why adults stay active. • Identify light, moderate and vigorous activity. • Explain how physical activity supports the body and mind. • Name a range of more complex feelings. • Describe signs of more complex feelings in the body. • Suggest helpful ways to respond to strong and complex feelings. • Describe ways to look after mental health. • Recognise signs that someone might need support with their mental health. • Name trusted adults and professionals who can help with mental health and explain what they do.	• Describe how brushing, flossing and limiting sugar over time can protect teeth. • Interpret traffic light food labels and select healthier swaps for a balanced diet • Explain how past experiences can influence strong and complex feelings. • Choose helpful ways to regulate strong feelings. • Explain the difference between a growth mindset and a fixed mindset. • Suggest positive ways to respond to challenges and setbacks. • Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.
Autumn 2	Title	**Connecting With Others: How can we respect each other?**	**Connecting With Others: Why are healthy relationships important?**	**Connecting With Others: What does it mean to stand up for myself and others?**
	Unit Overview	• Recognise how their words, tone and behaviour show respect in different places and situations.	• Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests.	• Explain how values guide behaviour choices. • Set a personal growth goal and list at least two clear first steps.

		• Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair.	• Link aspects of identity to their own behaviour or choices. • Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. • Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. • Describe why healthy friendships matter for wellbeing. • Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. • Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. • Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.	• Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. • Apply respectful behaviours in school, in public places, and online during activities. • Describe what a personal boundary is and how it can change. • Explain how crossing someone's boundary, even as a joke, can harm trust. • Apply consent language to model an appropriate response when a boundary is crossed. • Identify stereotypes or discrimination accurately within the given scenarios. • Choose and justify a safe response to bullying in person and online, including what they would say or do. • Name trusted adults in and out of school and describe what they would tell them when asking for help.
Spring 1	Title	**The Online World:** **How can we decide what to trust online?**	**The Online World:** **How am I influenced by what I see online?**	**The Online World:** **How do I feel about the things I see online?**
	Unit Overview	• Identify the benefits and challenges of using the internet. • Identify age restriction symbols and why they exist. • Develop an understanding that some online information may be misleading. • Give examples of what can happen if people share misleading information.	• Understand that much online content is designed to influence people. • Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). • Explain that influence can affect what people buy, watch or believe and is not always obvious.	• Understand how online platforms keep users engaged. • Recognise why online gaming can be risky. • Analyse how online content can influence how people think and feel. • Recognise and respond to harmful online behaviour.

		• Investigate features that can help check if online information is reliable. • Compare information from different online sources. • Use more than one source to decide whether online information is reliable. • Explain why checking multiple sources helps us know if something is true.	• Recognise the difference between fact and opinion. • Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. • Evaluate online content and assess whether it is reliable and true. • Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	• Recognise that what we post online can affect ourselves and others. • Explain ways to positively respond to online experiences.
Spring 2	Title	**Citizenship:** **How can I spend money responsibly?**	**Citizenship:** **How can we make a difference in our communities and beyond?**	**Citizenship:** **How can we protect everyone's rights?**
	Unit Overview	• Name different payment methods. • Identify some advantages and disadvantages of different ways to pay. • Record and track money spent, saved and left. • Explain what a budget is and plan how to spend and save a set amount of money. • Decide whether something offers value for money by considering its cost, usefulness and quality. • Identify some of the things that can influence people to spend money. • Explain how spending choices can affect people and the environment. • Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.	• Give examples of people who have contributed to their community. • Identify issues they care about. • Describe how community groups can help make a difference. • Describe how the UK government is made up of elected people. • Name different parts of the UK government and what they do. • Recognise that taxes help fund government and local spending. • Understand the role of local councillors. • Role-play a local council surgery. • Explain how pressure groups try to persuade the public or the government to make changes. • Describe ways they can influence what happens in Parliament.	Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.

Summer 1	Title	**Growing Up:** **How will my body and emotions change as I grow up?**	**Growing Up:** **How can I manage the changes to my body and emotions as I grow up?**	**Staying Safe:** **How can I stay safe as I grow up?**
	Unit Overview	• Explain what body boundaries are. • Identify and correctly name some physical changes that happen during puberty. • Use appropriate terminology to talk about puberty changes with confidence and respect. • Recognise that everyone goes through puberty and that changes happen at different times and rates. • Recognise that emotions and feelings change as people grow up, including during puberty. • Explain what a period is using clear, age-appropriate language. • Identify ways periods can be managed, such as using pads or period pants. • Demonstrate respectful and kind language when talking about bodies and physical changes. • Identify one or more trusted adults at home or at school they could talk to.	• Explain what puberty is and why it happens. • Describe the physical changes that occur during puberty, using correct scientific vocabulary. • Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. • Describe the range of emotions that may be experienced during puberty and explain why these can change over time. • Identify trusted adults and people they can talk to for support or advice. • Describe what a period is, why it happens and how it can be managed, including naming different products. • Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. • Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.	• Identify hazards and explain the risks they may create in a range of situations at home and outside. • Explain how factors such as being alone, distracted or without supervision can increase risk. • Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. • Explain how to make safe choices when travelling independently, including near railways. • Apply the water safety code to identify safer choices in different water environments. • Explain how changing circumstances or new information can affect risk and influence decision-making. • Identify when peer pressure is happening and suggest safe and appropriate ways to respond. • Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs.
Summer 2	Title	**Staying Safe:** **What signs help me recognise what is safe or unsafe?**	**Citizenship:** **How can we be in control of our money?**	**Sex Education:** **How do people become parents and carers?**
	Unit Overview	• Identify warning signs that something is unsafe in a range of everyday situations (personal,	• Distinguish between needs and wants when making spending decisions.	• Use scientific vocabulary to describe private body parts and explain why this is important.

		online, road, water, home), including signs you can see (e.g. road signs, "deep water" notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). • Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. • Explain how recognising hazards and planning ahead can prevent accidents. • Choose safe places to cross roads and explain why (considering traffic, speed and visibility). • Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). • Distinguish between helpful and harmful medicines and explain how to use medicine safely.	• Identify different sources of income and types of expenditure. • Allocate money within a weekly budget while prioritising needs. • Explain how a loan works. • Evaluate whether taking out a loan is sensible, including the consequences of late repayment. • Identify situations where money may be at risk online or offline. • Recommend suitable strategies for keeping money safe. • Assess the possible risks and consequences of different forms of gambling.	• Ask questions safely and respectfully. • Explain conception and name the body parts involved. • Order the stages of pregnancy and describe how a foetus develops. • Recall different ways babies can be born. • Explain how families are formed. • Describe babies' needs and how caring for a baby affects daily life. • Explain what consent means and recognise when it is or is not given. • Recall the legal age of consent in the UK.