



PSHCE Long-term Planning

2026-2027

| <u>Year group</u> | <u>Autumn - Relationships</u>  | <u>Spring - Living in the wider world</u>   | <u>Summer - Health and Wellbeing</u>   |
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| <b>Y1</b>         | <p><b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>-About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>-To identify the people who love and care for them and what they do to help them feel cared for</li> <li>-About different types of families including those that may be different to their own</li> <li><a href="#">Our Family - Showing respect - BBC Teach</a></li> <li>-To identify common features of family life.</li> <li>-How families show love and care, and different ways they can spend time together and share each other's lives.</li> <li>-That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li><a href="#">Year Groups   Pol-Ed - A positive force in education</a> – How do I share family worries?</li> </ul> <p><b><u>Safe relationships</u></b></p> <p><a href="#">PANTS resources for schools and teachers   NSPCC Learning</a></p> <ul style="list-style-type: none"> <li>-When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully.</li> <li>-To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>-How to respond safely to adults they don't know</li> <li>-That everyone's body belongs to them; simple rules to protect privacy, recognise safe and</li> </ul> | <p><b><u>Belonging to a community</u></b></p> <ul style="list-style-type: none"> <li>-About what rules are, why they are needed, and why different rules are needed for different situations</li> <li>-How people and other living things have different needs; about the responsibilities of caring for them</li> <li>-About things they can do to help look after their environment</li> <li><a href="#">WWF Schools Sustainability Guide.pdf</a></li> </ul> <p><b><u>Media literacy and digital resilience</u></b></p> <ul style="list-style-type: none"> <li>-Different ways people use the internet in everyday life</li> <li>-That not everything on the internet is true or real</li> <li>-About how the internet and digital devices can be used safely to find things out and to communicate with others including playing games/watching videos online.</li> </ul> <p><b><u>Economic wellbeing</u></b></p> <ul style="list-style-type: none"> <li>-What money is, how people get money, and what it is used for</li> <li>-That money needs to be looked after; different ways of doing this, including keeping money in an account</li> <li>-Different ways of paying for things</li> <li><a href="#">Money - KS1 Maths - BBC Bitesize</a></li> <li><i>Useful books: What is money? By Claire Llewellyn, Why money matters – Little experts book by Deborah Meaden, Money box – what is money? By Ben Hubbard.</i></li> <li><a href="#">Money Learning Resources: Worksheets and Games   MoneySense (mymoneysense.com)</a></li> <li><a href="#">Mintlings   The Royal Mint</a></li> </ul> <p><b><u>Careers education; Aspirations, learning and work.</u></b></p> <ul style="list-style-type: none"> <li>-That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of</li> </ul> | <p><b><u>Physical health and Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>-About what keeping healthy means; different ways to keep healthy</li> <li>-About foods that support good health and the risks of eating too much sugar</li> <li>-That there are different types of food and drink, with different tastes and textures, and people enjoy different foods</li> <li>-About how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>-How to keep safe in the sun and protect skin from sun damage</li> <li>-About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>-About the people who help us to stay physically healthy</li> <li>-About different feelings that humans can experience</li> <li>-How to recognise and name different feelings</li> <li>-How feelings can affect people's bodies and how they behave.</li> <li>-How to recognise what others might be feeling</li> <li>-To recognise that not everyone feels the same at the same time, or feels the same about the same things</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>-To recognise the ways in which we are all unique</li> <li>-About growing and changing from young to old.</li> </ul> <p><b><u>Keeping safe</u></b></p> <ul style="list-style-type: none"> <li>-About rules and age restrictions that keep us safe</li> <li><a href="#">Subjects   Pol-Ed - A positive force in education</a></li> <li>-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.</li> <li>-How to cross the road safely with adult support</li> </ul> |

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|                         | <p>unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC</p> <ul style="list-style-type: none"> <li>-About how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>-About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> </ul> <p><b><u>Respecting ourselves and others</u></b></p> <ul style="list-style-type: none"> <li>-About what is kind and unkind behaviour, and how this can affect others</li> <li>-About how to treat themselves and others with respect; how to be polite and courteous and how to respectfully express their likes, dislikes and needs, and listen to other people</li> <li>-how to play cooperatively; what they can do if they feel upset or angry with someone</li> <li>-How to share, take turns and include others.</li> </ul> <p><a href="#">Subjects   Pol-Ed - A positive force in education</a></p> <p>– Why are safe hands important?</p> | <ul style="list-style-type: none"> <li>-That people can earn money to pay for things by having a job</li> <li>-Different jobs that people do, including roles and responsibilities people have in their community</li> </ul>  | <p>-How to keep safe around water, using the water safety code (RNLI visit)</p> <p><b>FIRST AID:</b></p> <p>To know who can help us when we are unwell or hurt (identify who might be a trusted and ‘safe person’)</p> <p>What is ‘an emergency’.</p> <p>How to make an emergency call and what to expect. (when NOT to make a call and why)</p>   |
| <p><b><u>Y2</u></b></p> | <p><b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>-About how people make friends and what makes a good friendship</li> <li>-About how to recognise when they or someone else feels lonely and what to do</li> <li>-Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument</li> <li>-How to ask for help if a friendship is making them feel unhappy</li> </ul> <p><a href="#">Subjects   Pol-Ed - A positive force in education</a></p> <p>– What if my friends are making me sad?</p> <p><b><u>Safe relationships</u></b></p> <ul style="list-style-type: none"> <li>-That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>-About how people may feel if they experience hurtful behaviour or bullying</li> </ul>   | <p><b><u>Belonging to a community</u></b></p> <ul style="list-style-type: none"> <li>-About the different groups they belong to</li> <li>-About the different roles and responsibilities people have in their community</li> <li>-To recognise the ways they are the same as, and different to, other people</li> </ul> <p><b><u>Media literacy and digital resilience</u></b></p> <ul style="list-style-type: none"> <li>-How the internet and digital devices can be used to safely and respectfully communicate with others</li> <li>-That it is important to be kind online; that people’s feelings can be hurt by unkindness online</li> <li>-That sometimes people may behave differently online, including by pretending to be someone they’re not or saying things that aren’t true</li> <li>-Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people</li> </ul> | <p><b><u>Physical health and Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>-About why sleep is important and different ways to rest and relax</li> <li>-Simple hygiene routines that can stop germs from spreading</li> <li>-Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>-To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk</li> <li>-About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>-About ways of sharing feelings; a range of words to describe feelings</li> </ul> |

-That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

[Subjects | Pol-Ed - A positive force in education](#)

– What is bullying?

-That sometimes people may behave differently online, including by pretending to be someone they are not

-About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

-Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

-What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

[Subjects | Pol-Ed - A positive force in education](#)

– Links to Trusted adults, online safety, keeping safe in new places, Speaking up.

### **Respecting ourselves and others**

-What makes them special and unique?

-To recognise the ways in which they are the same and different to others.

-To recognise which groups they are in and how this can help with a sense of belonging.

-To understand their own likes and dislikes and that others do not like and dislike the same things.

-How to listen to other people and work cooperatively together including playing together.

-How to talk about and share their opinions on things that matter to them.

### **Money and work**

-That people make different choices about how to save and spend money

-About the difference between needs and wants; that sometimes people may not always be able to have the things they want

-That money needs to be looked after; different ways of doing this

-Different jobs that people they know or people who work in the community do

-About some of the strengths and interests someone might need to do different jobs

[Jobs | LearnEnglish Kids \(britishcouncil.org\)](#)

[KS1 / KS2 PSHE: Proud to be a pilot - BBC Teach](#)

[Kids Dream Jobs- Community Helpers - YouTube](#)

-About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

-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

-To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

-About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### **Growing and changing**

-To name the main parts of the body including external genitalia (eg. vulva, vagina, penis, testicles)  
*(Also relevant in Safe Relationships)*

-About growing and changing from young to old and how people's needs change

-Preparing to move to a new class/year group

### **Keeping safe**

-To recognise risk in simple everyday situations and what action to take to minimise harm

-About how to keep safe at home (including around electrical appliances) and fire safety (eg. not playing with matches and lighters)

-That household products (including medicines) can be harmful if not used correctly

-Ways to keep safe in familiar and unfamiliar environments (eg. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

-About the people whose job it is to help keep us safe  
***POL-ED - What are the police.***

[Subjects | Pol-Ed - A positive force in education](#)

-About what to do if there is an accident and someone is hurt

-How to get help in an emergency (how to dial 999 and what to say)

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|                         | <p>-How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so.</p> <p><b>Additional coverage on POL-ED - Laws &amp; rules</b></p> <p><a href="#">Subjects   Pol-Ed - A positive force in education</a></p>  |   | <p><a href="#">Ring 999 Subjects   Pol-Ed - A positive force in education</a></p> <p><a href="#">How to make a call to emergency services - BBC Teach</a></p>   |
| <p><b><u>Y3</u></b></p> | <p><b><u>Families and Friendships</u></b></p> <p>-To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>-That families should provide love, care, protection, and safety for children as they grow up</p> <p>-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 family members love, security and stability</p> <p>-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>-That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these</p> <p>-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><a href="#">What Happens When You Contact Childline?   Childline (youtube.com)</a></p> | <p><b><u>Belonging to a community</u></b></p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>-To recognise there are human rights, that are there to protect everyone</p> <p><a href="#">Rights of the Child Segment 1 - What are Childrens Rights (youtube.com)</a></p> <p><a href="#">Everybody - We are all born free (youtube.com)</a></p> <p>-About the relationship between rights and responsibilities</p> <p>-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><b><u>Media literacy and digital resilience</u></b></p> <p>Understanding the Internet</p> <p>-About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online.</p> <p>-About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent</p> <p>-How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe,</p> | <p><b><u>Physical health and mental wellbeing</u></b></p> <p>-How to make informed decisions about health</p> <p>-About the elements of a balanced, healthy lifestyle</p> <p>-About choices that support a healthy lifestyle, and recognise what might influence these</p> <p><a href="#">The Eatwell Guide - NHS (www.nhs.uk)</a></p> <p><a href="#">Operation Ouch - Fuelling the Body   Science for Kids (youtube.com)</a></p> <p>-How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>-About what good physical health means; how to recognise early signs of physical illness</p> <p>-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 obesity and tooth decay.</p> <p><a href="#">Healthy Eating: An introduction for children aged 5-11 (youtube.com)</a></p> <p><a href="#">Eatwell Guide   Food Standards Scotland (fss-eatwellguide.scot)</a></p> <p>-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><a href="#">Super Mood Movers - Wellbeing - BBC Teach</a></p> |

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|    | <p><b><u>Safe relationships</u></b><br/>         -About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);<br/> <a href="#">Subjects   Pol-Ed - A positive force in education (Relationships)</a><br/>         -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<br/>         -How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b><u>Respecting ourselves and others</u></b><br/>         -The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others<br/>         -About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect</p> | <p>reliable choices about search results or the content they see<br/>         -How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation<br/>         -what AI is (including generative AI) and where it might be encountered in everyday life</p> <p><b><u>Money and work</u></b><br/>         -About the different ways to pay for things and the choices people have about this<br/>         -To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’<br/>         -To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes<br/>         -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.<br/> <a href="#">All Job Titles   First Careers Careers - BBC Bitesize</a><br/>         Money: <a href="#">Organisation Capability Review (lloydsbankbusiness.com)</a><br/>         Jobs links at bottom of document.</p> | <p><a href="#">Star Wars (The Force Awakens)   A Cosmic Kids Yoga Adventure! (youtube.com)</a></p> <p><b><u>Growing changing</u></b><br/>         -About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)<br/>         -To recognise their individuality and personal qualities<br/>         -To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth<br/>         -About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking<br/> <a href="#">Introducing Perseverance to Children - Starter Activity (PSHE) (youtube.com)</a></p> <p><b><u>Keeping safe</u></b><br/>         -How to predict, assess and manage risk in different situations<br/>         -About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe<br/>         -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<br/> <a href="#">Road safety - BBC Bitesize Foundation Personal Development and Mutual Understanding (youtube.com)</a></p> <p><b><u>FIRST AID:</u></b><br/>         Build on from/ revise previous learning.<br/>         What is ‘First Aid?’ (emphasis on keeping self safe)<br/>         How to treat a cut or graze.<br/>         How to treat a burn.</p> |
| Y4 | <p><b><u>Families and Friendships</u></b><br/>         -About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing<br/> <a href="#">Draw My Life   Lara's bullying story (youtube.com)</a> (Bullying or not?)</p>  | <p><b><u>Belonging to a community</u></b><br/>         -About the different groups that make up their community; what living in a community means<br/> <a href="#">Be A Councillor – A day in the life (youtube.com)</a><br/>         -To value the different contributions that people and groups make to the community</p>  | <p><b><u>Physical health and mental wellbeing</u></b><br/>         -About what good physical health means; how to recognise early signs of physical illness<br/>         -About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with</p>  |

-To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  
-The importance of seeking support if feeling lonely or excluded

[Communicating with sign language - BBC Bitesize](#)

-About the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
-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

### **Safe relationships**

-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  
-How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this -  
-Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### **Respecting ourselves and others**

-That personal behaviour can affect other people; to recognise and model respectful behaviour online  
[Staying Safe Online - BBC Newsround](#)  
[Keeping children safe online | NSPCC](#)  
-To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including

### **Media literacy and digital resilience**

-How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation  
-what AI is (including generative AI) and where it might be encountered in everyday life

### **Risks, rules and wellbeing online**

-Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing  
-The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users  
-About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing

### **Money and work**

-About the different ways to pay for things and the choices people have about this  
-To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'  
-That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  
-To recognise that people make spending decisions based on priorities, needs and wants  
[What is financial decision making? - BBC Bitesize](#)  
-To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

not eating a healthy diet including obesity and tooth decay.

[Healthy Eating: An introduction for children aged 5-11 \(youtube.com\)](#)

-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

-How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

-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) [Singing Dentist - This Is How We Brush Teeth \(parody of This Is How We Do It by Montell Jordan\) \(youtube.com\)](#)

[Eatwell Guide | Food Standards Scotland \(fss-eatwellguide.scot\)](#)

[Looking after your teeth - The Children's University of Manchester](#)

[Nutrition information to support healthy sustainable diets](#)

[Subjects | Pol-Ed - A positive force in education](#) (smoking/vaping)

-How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### **Growing changing**

-About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

-That for some people gender identity does not correspond with their biological sex

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|                  | <p>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, respectful relationships</p> <p>-About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>                       | <p>-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><a href="#">All Job Titles   First Careers</a></p> <p>-About what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> | <p>-To recognise their individuality and personal qualities</p> <p>-To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>Keeping safe</b></p> <p>-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 which can be difficult to break</p> <p>-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>-About why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>-About the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>-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</p> <p><b>FIRST AID:</b></p> <p>Build on from/ revise previous learning.</p> <p>What is ‘First Aid?’ (emphasis on keeping self safe)</p> <p>How to treat an asthma attack</p> <p>How to treat choking.</p> <p>How to treat an unresponsive person using Danger/ Response/ Airway/ Recovery Position</p> |
| <p><b>Y5</b></p> | <p><b>Families and Friendships</b></p> <p>-What constitutes a 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><a href="#">Life Vest Inside - Kindness Boomerang - "One Day" - YouTube</a></p> | <p><b>Belonging to a community</b></p> <p>-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>-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, recycling; food choices</p>   | <p><b>Physical health and mental wellbeing</b></p> <p>-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><a href="#">Operation Ouch - Studying Sleep   Endocrine System (youtube.com)</a></p> <p><a href="#">Advice and support for sleep problems in young people   Herefordshire and Worcestershire CAMHS (hacw.nhs.uk)</a></p>   |

-That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  
-Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

-How friendships can change over time, about making new friends and the benefits of having different types of friends

-That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

[Sesame Street: Robin Williams: Conflict \(youtube.com\)](#)

-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

### **Safe relationships**

-Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

-About seeking and giving permission (consent) in different situations

[Subjects | Pol-Ed - A positive force in education \(Consent\)dis](#)

### **Respecting ourselves and others**

-About discrimination: what it means and how to challenge it

[Subjects | Pol-Ed - A positive force in education \(discrimination\)p](#)

-About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

[A Tour in a Recycling Factory - Why is Recycling Important? - Recycling for Kids - Kids Recycling \(youtube.com\)](#)

[Friends of the Earth | Home](#)

[Our history | Keep Britain Tidy](#)

[Home - Fairtrade](#)

[Home - Eco Friendly Kids](#)

[How does food impact the environment? - BBC Newsround](#)

[The diet that helps fight climate change \(youtube.com\)](#)

[Love Food Hate Waste / Preventing food waste](#)

### **Media literacy and digital resilience**

Risks, rules and wellbeing online

-How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing

-How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing

-Why and how to use privacy and location settings to protect information

-Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online

### **Money and work**

-To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

-That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

-To recognise that people make spending decisions based on priorities, needs and wants

-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

-How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

[The Origin of Vaccines | AMS OpenMind \(youtube.com\)](#)

-The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines)

-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

-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

-How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### **Growing changing**

-To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

-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)

-About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

### **Keeping safe**

-How to predict, assess and manage risk in different situations

|                  |   |   |  |
|------------------|---|---|--|
|                  | <p>-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><a href="#">What is financial decision making? - BBC Bitesize Money Matters   KS2 Citizenship   Primary - BBC Bitesize</a></p> <p>-Different ways to keep track of money</p> <p>-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><a href="#">All Job Titles   First Careers</a></p> <p><a href="#">Tim Minchin Sings "When I Grow Up" (youtube.com)</a></p> <p>-About stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><i>Little People, Big Dreams books: Malala, Mary Anning, Amelia Earhart, Rosa Parks, Corazon Aquino</i></p> <p><a href="#">Let's Talk About Sexism: Gender stereotypes - BBC Newsround</a></p> <p>-About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> | <p>-About what is meant by first aid; basic techniques for dealing with common injuries</p> <p>-How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><a href="#">How to make a call to emergency services - BBC Teach Subjects   Pol-Ed - A positive force in education</a> (emergency call)</p> <p><b><i>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 risk</i></b></p> <p><b>FIRST AID:</b></p> <p>Build on from/ revise previous learning.</p> <p>What is 'First Aid?' (emphasis on keeping self safe)</p> <p>How to treat an unresponsive person using Danger/ Response/ Airway/ Recovery Position</p> |
| <p><b>Y6</b></p> | <p><b><u>Families and Friendships</u></b></p> <p>-That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>-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</p> <p>-That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>-That people who love and care for each other can be in a committed relationship (e.g.</p> | <p><b><u>Belonging to a community</u></b></p> <p>-About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><a href="#">Black &amp; LGBT+ History Month   Pop'n'Olly   Olly Pike (youtube.com)</a></p> <p>-About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Gender stereotype: <a href="#">Stereo - a film about reversed gender stereotypes (youtube.com)</a></p> <p>-About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><a href="#">The Equality Act and protected characteristics   Local Government Association</a></p>  | <p><b><u>Physical health and mental wellbeing</u></b></p> <p>-That mental health, just like physical health, is part of daily life; the importance of taking care of mental health *<i>Book idea: The colour thief by Andrew Fusek &amp; Polly Peters*</i></p> <p>-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><a href="#">GUIDED MEDITATION: Total Body Relaxation Talk-Through (Body Scan) (youtube.com)</a></p> <p><a href="#">Site is undergoing maintenance (mindbe-education.com)</a></p>   |

marriage), living together, but may also live apart

### **Safe relationships**

- Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- About seeking and giving permission (consent) in different situations
- 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
- How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this -
- Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### **Respecting ourselves and others**

- About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

[Right Up Your Street activity \(amnesty.org.uk\)](https://www.amnesty.org.uk)

[Profile: Malala Yousafzai - BBC News](https://www.bbc.com/news/health-12345678)

[Malala's story - World's Children's Prize \(worldschildrensprize.org\)](https://www.worldschildrensprize.org)

[Malala's Story | Malala Fund | Malala Fund](https://www.malala.org)

[Malala Yousafzai Facts for Kids \(kiddle.co\)](https://www.kiddle.co)

### **Media literacy and digital resilience**

Safe and respectful behaviour online

- Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling
- That the same principles about how to treat others apply in all contexts, including online
- How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous
- Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online
- about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support
- the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet
- how to decide what is appropriate to share online and what should not be shared
- the importance of telling a trusted adult and getting support with anything that worries, scares or concerns

- To recognise that feelings can change over time and range in intensity
  - About everyday things that affect feelings and the importance of expressing feelings
  - [Feelings and Emotions - BBC Bitesize](https://www.bbc.com/primary/subjects/emotions)
  - [Dealing with feelings - BBC Bitesize](https://www.bbc.com/primary/subjects/dealing-with-feelings)
  - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
  - Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
  - To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
  - To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
  - About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
  - Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
  - About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- ### **Growing changing**
- 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<sup>1</sup>
  - About where to get more information, help and advice about growing and changing, especially about puberty

them online; when, why, and how to report concerns online

[Quiz: Real or fake news? - CBBC - BBC](#)

[Horrible Histories: Fake news with Flo and Joan - Own It - BBC](#)

[Play Interland - Be Internet Legends](#)

### **Money and work**

-About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

[How to protect children when browsing and playing games online \(santander.com\)](#)

[How to spot the signs of Fraud for children 10+ |](#)

[Money Lessons | HSBC UK \(youtube.com\)](#)

-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

[Gambling and gaming: Children as young as 11 betting online - BBC Newsround](#)

-To identify the ways that money can impact on people's feelings and emotions

-About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

[A Class That Turned Around Kids' Assumptions of Gender Roles! \(youtube.com\)](#)

[What works for you? Breaking down career choice stereotypes \(youtube.com\)](#)

[LOUD LILA - DOCTOR \(youtube.com\)](#)

-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

-About the new opportunities and responsibilities that increasing independence may bring

-Strategies to manage transitions between classes and key stages

### **Keeping safe**

-About the importance of keeping personal information private; 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

[NSPCC Share Aware Lucy & The Boy \(youtube.com\)](#)

[Play Like Share: Episode 1 \(youtube.com\)](#)

[Play Like Share: Episode 2 \(youtube.com\)](#)

-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

[CEOP Safety Centre](#)

-About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

-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 which can be difficult to break

-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

-About why people choose to use or not use drugs (including nicotine, alcohol and medicines);

-About the mixed messages in the media about drugs, including alcohol and smoking/vaping

-About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

-To identify the kind of job that they might like to do when they are older

[All Job Titles | First Careers](#)

-To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

[How to get a job you love? Get to know yourself! - BBC Bitesize](#)

[What skills do you need to work in a restaurant? - BBC Bitesize](#)

[thewayup.co.uk/the-way-up-game/](http://thewayup.co.uk/the-way-up-game/) (Children put in their interests and get their ideal career)

-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

[Places to get help - Own It - BBC](#)

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

**FIRST AID:**

Build on from previous learning.

What is 'First Aid?' (emphasis on keeping self safe)

Arrange training with First Aid 'Group' such as St John's Ambulance/Red Sky.

## Useful links for lessons/resources:

**Democracy lessons must be added in across the whole school: Please cover in Parliament week or Spring term (Living in wider world) – INCLUDE on your 6 block planning.**

[An introduction to Parliament \(primary\) \(youtube.com\)](#)

[Discover the UK Parliament, 7-11 book - Parliament UK Education](#)

[His Majesty's Government: The Cabinet - MPs and Lords - UK Parliament](#)

[Lessons | Pol-Ed - A positive force in education](#) – A really good FREE resource from the Police – it includes lessons/resources on some of the topics that are relevant for your year group. E.g. Grooming, Consent, Relationships, Bullying, Halloween, Bonfire night, crimes.

YEAR 6 [Moving up! The transition to secondary school | Anna Freud](#)

[Teaching resources and lesson plans | NSPCC Learning](#)

Internet safety: [23 Great Lesson Plans for Internet Safety | Common Sense Education](#)

[How can you help your friends live their best life online? - Own It - BBC](#)

Fake news: [What is fake news and how do I spot it? - Own It - BBC](#)

[Horrible Histories: Fake news with Flo and Joan - Own It - BBC](#)

[How Google's featured snippets work - Google Search Help](#)

[The Guardian Newswise News Navigator 2020 \(guim.co.uk\)](#)

Careers:

[Careers A to Z: Find your perfect job from Bitesize Careers - BBC Bitesize](#)

[thewayup.co.uk/the-way-up-game/](#)

[KS1 / KS2 PSHE: Proud to be an architect - BBC Teach](#)

[KS1 / KS2 PSHE: Proud to be an inventor - BBC Teach](#)

[KS1 / KS2 PSHE: Proud to be a sportsperson - BBC Teach](#)

[KS1 / KS2 PSHE: Proud to be a potter - BBC Teach](#)

[KS1 / KS2 PSHE: Proud to be an archaeologist - BBC Teach](#)

First Aid:

Excellent website: <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>

[KS2 Bleeding First Aid Lesson Plan and Teaching Resources | St John Ambulance | St John Ambulance \(sia.org.uk\)](#)

[KS2 Head Injuries Lesson Plan and Teaching Resources | St John Ambulance | St John Ambulance \(sia.org.uk\)](#)

[KS2 Basic Life Support First Aid Lesson Plan and Teaching Resources | St John Ambulance | St John Ambulance \(sia.org.uk\)](#)

If we could cover these activities in each year group. Remember that these need a 'light touch' and not into the details of a full first aid course.

\*Please also go onto the Shared Drive - PSHE - Year X - PSHCE Resources\* I have collated some resources which you may find useful for your year group - these include lesson ideas, friendship cards, powerpoint slides/imagery you could use. 😊 (Hopefully will save you time reinventing resources/activities)

### **Yearly calendar: Important dates for PSHCE**

\*We won't celebrate these ALL every year, will pick a handful that suit us, so we keep changing it up each academic year 😊

|  |  |
|--|--|
| Genes for Jeans week                                   | 21 <sup>st</sup> - 27 <sup>th</sup> September 2026 |
| Recycle week   | 21 <sup>st</sup> - 27 <sup>th</sup> September 2026 |
| Black history month                                    | October  |
| World mental health day                                | 10 <sup>th</sup> October 2026                      |
| Anti-Bullying week                                     | 16 <sup>th</sup> - 20 <sup>th</sup> November 2026  |
| Odd socks day  | 16 <sup>th</sup> November 2026                     |
| World kindness day                                     | 13 <sup>th</sup> November 2026                     |
| Road safety week                                       | 16 <sup>th</sup> - 22 <sup>nd</sup> November 2026  |
| UK Parliament week                                     | 23 <sup>rd</sup> - 29 <sup>th</sup> November 2026  |
| International volunteer day                            | 5 <sup>th</sup> December 2026                      |
| Childrens mental health week                           | 1 <sup>st</sup> -7 <sup>th</sup> February 2027     |
| Womens history month                                   | March 2027   |
| Neurodiversity celebration week                        | 15 <sup>th</sup> -21 <sup>st</sup> March 2027      |
| Global recycling day                                   | 18 <sup>th</sup> March 2027                        |
| World oral health day & International Day of Happiness | 20 <sup>th</sup> March 2027                        |
| Earth day  | 22 <sup>nd</sup> April 2027                        |
| International day of families                          | 15 <sup>th</sup> May 2027                          |
| PRIDE month  | June 2027  |
| Refugee week   | 14 <sup>th</sup> - 20 <sup>th</sup> June 2027      |
| Drowning prevention day                                | 25 <sup>th</sup> July 2027                         |

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), 2026.pdf](#)