

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS-Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS - Personal, Social and Emotional Development
Year 1	Connecting with others How can I help myself and others feel happy and safe?	My healthy self How can we look after our emotions?	The online world How do we spend time online?	Citizenship How can I help others and the environment?	Staying safe How can I stay safe?	Health protection How can I protect myself and others in daily life?
Year 2	Connecting with others How can I build safe, kind and caring relationships with others?	My healthy self How can we look after our bodies?	The online world How are things shared online?	Citizenship How do people belong to a community and earn money?	Staying safe How can I make safe choices in different places?	Growing up How can we look after and respect our bodies as we grow?
Year 3	Connecting with others What helps us feel safe and included?	My healthy self How can I take care of my mind and body?	The online world How should we treat each other online?	Citizenship 2 What careers do people choose and why?	Staying safe Online safety (Focus on online gaming e.g Roblox)	Health protection How can we prevent illness and injury and respond if they happen?
Year 4	Connecting with others How can we respect each other?	My healthy self How can I make healthy choices?	The online world How can I evaluate what I see online?	Citizenship How can I spend my money wisely?	Staying safe What signs help me recognise what is safe or unsafe?	Growing up How will my body and emotions change as I grow up?
Year 5	Connecting with others Why are healthy relationships important?	My healthy self How can I support my mind and body as I grow?	The online world How am I influenced by what I see online?	Citizenship 2 How can we be in control of our money?	Staying safe Online safety (linked to social media)	Growing up How can I manage the changes to my body and emotions as I grow up?
Year 6	Connecting with others What does it mean to stand up for myself and others?	My healthy self How do my choices today shape my future wellbeing?	The online world How do I feel about being online?	Citizenship How can we protect everyone's rights?	Staying safe How can I stay safe as I grow up?	Growing Up (inc. Sex Education) How do people become parents and carers? (Parental right of withdrawal for lesson 2 and 3)

EYFS – lesson overview

	Readiness for school	Autumn	Spring	Summer	Early Learning Goals
	Personal, Social and Emotional Development				
Building Relationships	- To choose to play near other children - To look at someone when I’m talking to them. - To tell an adult something about who I live with. - To say “sorry” or “thank you” with a reminder. - To wait my turn. - To smile and say hello to adults and children.	- To access the home corner and play with other children. - To talk happily to a group of children I know - To learn other children’s names - To talk about yourself and your family to an adult and other children - To complete a family profile - To talk about good decisions and bad decisions - To know when their birthday is and to find out other people’s birthday. - To talk about what makes them special and find out what makes other people special. - To share with some encouragement - To get along with adults and children	- To access role play area and play cooperatively and take turns with other children. - Work with partners when appropriate. - Work in larger groups to complete a shared goal. - To talk about their relationships with other children e.g. who is their best friend?	- To access the underwater role play area and use it appropriately, monitoring the number of people allowed in the area independently. - To share independently - To work with different groups of children	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs.
Managing Self	- To follow rules like “kind hands” and “listening ears” with reminder. - To look around the classroom and point to what I want to do. - To take of my jumper and shoes with help. - To go to the toilet when needed.	- To understand what is right and wrong. - To understand the school rules - To use Mini Me’s to complete tasks with support - To choose their own activities during child-led play - To get changed for PE with some support. - To use the toilet independently - To understand the traffic light system - Become familiar with the school timetable using the visual timetable with support.	- To know that there are processes involved in growing up. - To complete a food diary - To be able to get changed for P.E independently. - To respond to verbal feedback and correct mistakes in their work - To follow the school rules most of the time - To know what comes next on our school timetable. - To make choices during free play - To sort healthy and unhealthy food options	- To show increasing independence with their learning – completing mini me tasks independently - To choose their own activities and resources needed for different activities e.g. counters for the maths area. - To understand when something is right or wrong and explain why	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

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Self-Regulation	• To choose a favourite toy or activity. • To talk about own celebrations (e.g. birthday). • To name some feelings (e.g. happy, sad, angry, scared). • To stay with an activity for 5 minutes. • To follow one-step instructions (e.g. Put on your coat).	• To talk about likes and dislikes. • To discuss our Black History Month figure • To talk about different religious celebrations • To understand that all people are different but can expect to be treated the same. • To talk about the feelings of characters from a story • To concentrate on a task • To follow instructions	• To talk about the feelings of characters from a story and explain why they might be feeling that way. • To concentrate on a task until it is complete. • To know how to manage their feelings	• To talk about the feelings of characters from a story and explain why they might be feeling that way and relate the feelings to their own experiences. • To know how to manage feelings and give some explanation as to why they could be feeling that way. • To talk about how things might be different in Year 1	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
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Y1 – lesson overview

Autumn 1	Connecting with others Identifying what makes themselves and others special, pupils develop an understanding of how family members help and support one another. They recognise that respect is shown through appropriate behaviour in different contexts and learn that disagreements within families and friendships are normal, exploring simple strategies to manage them.	Autumn 2	My Healthy Self Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.
Spring 1	The Online World Understanding that they are often online when using everyday devices, pupils develop their awareness of when they are online and offline. They identify activities that can be done online or in person and begin to recognise when screen time prevents them from doing something important or interferes with healthy habits.	Spring 2	Citizenship Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly.
Summer 1	Staying Safe Recognising how rules help to keep them safe, pupils learn that hot, sharp and chemical items can cause harm and that some things should not be eaten or put on the skin. They explore simple body clues that warn them when something is not right, identify how to stay safe near roads and practise asking a trusted adult for help when they feel unsure or unsafe.	Summer 2	Health Protection Exploring the roles of people who help to prevent and treat illness, pupils recognise how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.

Y2 – lesson overview

Autumn 1	Connecting with others Exploring how families are unique, pupils celebrate similarities and differences within people and communities. They learn how to treat people with kindness and respect, recognise unfair or unkind behaviour, including bullying, and develop an understanding of personal space, privacy and boundaries. Through role-play, pupils practise asking for help and identify trusted adults they can talk to if they feel worried or unsafe.	Autumn 2	My Healthy Self Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine.
Spring 1	The Online World Considering how they use the internet and what they see shared online, pupils develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. They explore how to respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.	Spring 2	Citizenship Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.
Summer 1	Staying safe Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.	Summer 2	Growing up Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.

Y3 – lesson overview

Autumn 1	Connecting with others Building a sense of self-worth and celebrating what makes them unique, pupils learn to express personal boundaries clearly and respectfully. They develop an understanding of how families support one another and that friendships are built on kindness and shared values, use role-play to explore repairing friendships and recognise different types of bullying.	Autumn 2	My Healthy Self Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.
Spring 1	The Online World Considering how relationships and communication work online, pupils learn how to interact respectfully with friends in digital spaces. They explore how words and actions online can affect others, what to do if a friend says something upsetting and how to respond safely if contacted by someone they do not know. They also learn to recognise online bullying and understand when and how to seek help.	Spring 2	Citizenship 2 Learning how people choose careers, pupils learn about a range of different jobs and the reasons why people choose them. They examine gender stereotypes linked to work and consider why these should not limit career choices. Pupils consider other important factors, such as what they enjoy, their strengths and pay. They also learn that careers can change over time and explore how workplace stereotypes can be challenged.
Summer 1	Staying Safe Wellbeing Online Pupils will understand why some apps, computer games and online gaming are age restricted. They will consider the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. They will explore the benefits of limiting time spent online, the risks of excessive time spent on electronic devices. This unit of work will culminate in the creation of a presentation for parents on positives and negatives of online gaming e.g. newsletter, information leaflet or invite parents into a workshop	Summer 2	Health Protection Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common injuries and role-play making clear and effective 999 calls.

Y4 – lesson overview

Autumn 1	Connecting with others Recognising respectful and disrespectful behaviours, pupils explore how behaviour can change depending on the setting. They learn how to build trust and solve challenges in friendships respectfully, role-play safe and supportive responses to bullying and develop an understanding of what stereotypes are and how they can harm others.	Autumn 2	My Healthy Self Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.
Spring 1	The Online World Considering how information is found and shared online, pupils develop their critical thinking skills when searching for and evaluating information. They learn how to choose the most useful results, explore what makes information reliable and recognise that some information can be misleading or deliberately untrue.	Spring 2	Citizenship Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.
Summer 1	Staying Safe Learning to take greater responsibility for their personal safety, pupils practise spotting warning signs, removing themselves from uncomfortable situations and seeking help. They identify different types of road crossings and identify safe places to crossroads. Pupils also explore why water can be dangerous and learn to distinguish between medicines and harmful substances.	Summer 2	Growing Up Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.

Y5 – lesson overview

Autumn 1	Connecting with others Exploring what shapes identity, pupils consider how values and experiences influence choices. They develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe. Pupils also identify what makes friendships healthy and learn to manage friendship challenges.	Autumn 2	My Healthy Self Learning to make informed choices about their health, pupils practise reading food labels and consider different types of physical activity, exploring how they can build more movement into their daily routines. They learn to recognise when emotions begin to build up, practise strategies to self-regulate and identify where they can go for help.
Spring 1	The Online World Considering how online content can influence people's choices, pupils develop their critical thinking skills when exploring advertising, influencers and online persuasion. They learn how and why people may be encouraged to spend money both online and offline. Pupils also consider what to do if they feel pressured, learn to recognise possible scams and develop strategies to protect themselves.	Spring 2	Citizenship 2 Considering how to be in control of their money, pupils explore the difference between needs and wants and how this can affect spending choices. They learn what borrowing means, including the idea of interest and practise creating a simple weekly budget. Pupils also explore the risks linked to money, including handling money online, keeping money safe and the dangers of gambling.
Summer 1	Staying Safe Wellbeing online Pupils will discuss how online relationships can complement and support meaningful in-person relationships, looking at the pros and cons of different ways of using online connection, specifically messaging and social media apps. They will consider the benefits of limiting time spent online, the risks of excessive time spent online and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Learning the impact that their online behaviour can have on others. Pupils will understand why social media and some apps are age restricted and will learn to take a critical approach to what they see and read on social media and messaging apps. The unit will culminate with the creation of a presentation for parents on positives and negatives of social media and messaging apps e.g. newsletter, information leaflet or invite parents into a workshop	Summer 2	Growing Up Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty.

Y6 – lesson overview

Autumn 1	Connecting with others Building self-respect by setting a personal growth goal, pupils practise respectful behaviour at school, in public and online, including repairing harm when things go wrong. They set and respect boundaries to build trust; challenge stereotypes, discrimination and bullying using upstander strategies; and judge problem size to identify when to seek help from trusted adults and services.	Autumn 2	My Healthy Self Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.
Spring 1	The Online World Considering how being online can affect emotional wellbeing, pupils explore the impact that time online can have on their feelings, mood and sense of self. They learn how to recognise signs that they may have spent too much time online and reflect on how online experiences compare with in person relationships. Pupils consider the benefits of face to face connections, explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance.	Spring 2	Citizenship Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality.
Summer 1	Staying Safe Learning to prepare for greater independence, pupils assess risks at home and in public and plan ahead to stay safe when out with friends. They develop practical travel safety skills near roads and railways, manage hazards around different water environments, recognise and resist pressure from others and understand the risks and consequences of drug use, including when and how to seek help from a trusted adult.	Summer 2	Growing Up inc. sex education Lessons 1-3 Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. Lessons 4-6 Pupils consider their transition to secondary school. The similarities and differences and changes to routines. This will include transition days to their new secondary schools.

Also need to supplement these lessons with Focus Week's/assemblies on themes. E.g.:

- Anti-Bullying Week (November)
- Children's Mental Health Week (February)
- Online Safety (February) – Project Evolve
- Mental Health Awareness Week (May)
- Healthy Eating (June)
- Physical Activity (TBC by school)