

St George's Central CE Primary School and Nursery

Long Term Plan for PSED Nursery (2 – 3 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships	• Build attachments with key adults. • Engage with others through simple interactions. • Play alongside peers; show interest in familiar adults and children.		• Show increasing interest in peers' play. • Begin to join in simple shared activities. • Start to form early friendships.		• Develop confidence and a sense of security in relationships with adults and peers. • Develop friendships with peers. • Begin to take turns independently. • Notice differences between themselves and others.	
Self-Regulation	• Begin to be comforted by familiar adults when upset. • Express emotions through behaviour, gestures and simple words. • Begin to manage transitions with adult support. • Begin to calm with support during familiar routines.		• Separate from main carer with reduced support. • Begin to use familiar adults to help regulate emotions. • Begin to wait briefly and respond to simple boundaries. • Explore emotions and feelings through stories and play.		• Separate from main carer with increasing independence. • Begin to talk about feelings with support. • Express a wider range of emotions. • Show increasing ability to wait, share and manage impulses. • Begin to understand simple rules and expectations.	
Managing Self	• Show preferences and begin to make simple choices. • Try new activities with encouragement. • Begin early self-care routines with adult support. • Begin to take part in dressing routines.		• Show growing independence. • Develop self-care skills including feeding, early toileting awareness and dressing with support. • Show willingness to try new tasks and persist briefly. • Develop confidence when exploring familiar and new environments with a trusted adult.		• Show increasing independence in play and making choices. • Develop greater independence in feeding, toileting and dressing. • Show resilience when faced with simple challenges. • Begin to understand healthy routines such as handwashing and healthy eating.	

St George's Central CE Primary School and Nursery

Long Term Plan for PSED

Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships	- Form good relationships with peers and adults. - Adapt to the new environment. - Get to know others through key-worker groups. - Begin to develop friendships.		- Share and play cooperatively. - Begin to talk about others and their feelings. - Explore feelings in greater detail and begin to recognise how others may feel.		- Listen to peers and take account of what they say. - Learn about others' needs and feelings and begin to show understanding. - Prepare for transition to Reception and meeting new adults.	
Self-Regulation	- Separate from main carer - Ask adults for help. - Select own resources. - Learn new rules and routines. - Begin to recognise and talk about feelings.		- Talk confidently to adults about home and the community. - Understand that rules help to keep us happy and safe.		- Become increasingly responsible for own actions. - Develop strategies for managing behaviour. - Begin to understand why some behaviours have consequences.	
Managing Self	- Learn new routines. - Try new activities. - Know that adults can help. - Begin to manage own coat and toileting.		- Learn about healthy food and drink choices and the importance of toothbrushing. - Become more independent in following rules. - Build confidence in new situations.		- Start to talk about what they are good at and choose appropriate activities. - Develop confidence to attempt more challenging activities. - Become increasingly independent in managing clothing and personal hygiene.	

St George's Central CE Primary School and Nursery

Long Term Plan for PSED

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships	- Get to know new friend. - Play cooperatively and take turns. - Form positive relationships and new friendships.		- Begin to share opinions. - Show sensitivity to others' needs and feelings. - Play with a wider range of children.		- Take account of one another's ideas. - Share opinions with others. - Prepare for transition to Y1 and meeting new adults.	
Self-Regulation	- Learn classroom rules, routines and behaviour expectations - Explore how we show feelings.		- Understand more about the consequences of behaviour. - Work as a group to understand and follow rules.		Identify and use their own self-regulation strategies.	
Managing Self	- Develop confidence to try new activities and ask for help. - Develop independence with personal hygiene, dressing and managing own needs.		- Express likes and dislikes. - Recognise strengths and areas for development. - Develop confidence speaking in a group. - Learn ways to keep healthy and safe, including healthy eating, physical activity, screen time, toothbrushing and sleep; dress increasingly independently.		- Choose appropriate levels of challenge. - Make choices and select resources independently. - Adjust behaviour to different situations. - Look after teeth and hands; dress independently for PE.	
Early Learning Goals						
Building Relationships	- 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.					
Self-Regulation	- 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.					
Managing Self	- 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.					

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 1 and Year 2

2026-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can we look after ourselves, our bodies, and stay safe?	What is there to celebrate about me, you and our families?	How can we keep safe online?	Why do people work and use money?	How can we manage our feelings?	How can we show kindness to ourselves and others?
Christian Values	Trust	Friendship	Justice	Hope	Compassion	Forgiveness
Theme Statutory RSHE Economic Wellbeing and Careers	Me, my body and staying safe	Celebrating me, you and our families	Keeping safe online	Money and work	Mental health and wellbeing	Showing kindness to ourselves and others
Key Learning	This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different how family members can show care and love for each other.	This unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money and how to distinguish between needs and wants.	This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	This unit revisits learning about feelings and explores the importance of kindness.
PSHE Programme of Study learning opportunities	- Understand what makes them unique and special; how they are the same as, and different to, others. - Know about growing and changing from young to old and how people's needs change.	- Know what a family is and who is in our family. - Understand there are different types of family, and that everyone's family is unique and special. - Know how families show love and care, and different ways	- Know some benefits and risks of watching videos or playing games online. - Understand that not everything on the internet is true or real. - Learn basic rules to keep safe online, including which	- Know what money is, how people get money, and what it is used for. - Name different ways of paying for things. - Understand that money can be saved or spent; that people make different	Know to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly.	- Know to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness, worried or excited. - Identify kind and unkind behaviour,

	- Know that everyone's body belongs to them, simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC. - Learn that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina). - Know basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe.	they can spend time together and share each other's lives. - Know what to do if anything about family life is upsetting or concerning. - Know what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging.	personal details should be kept private online; that anything shared online can be used or shared by other people. - List some benefits and risks of watching videos or playing games online. - Know that not everything on the internet is true or real. - Know that it is important to be kind online; that people's feelings can be hurt by unkindness online. - Understand how to tell a trusted adult if they have worries about something online. - Know how the internet and digital devices can be used to safely and respectfully communicate with others.	choices about saving and spending money. - Know the difference between needs and wants; that people may not always be able to have the things they want. - Learn that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of. - Know that people can earn money to pay for things by having a job. - Name different jobs that people do, including roles and responsibilities people have in their community. - Know some of the strengths and interests someone might need to do different jobs.	- Have awareness of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. - Know someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses. - Name simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. - Know Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help.	and how this can affect others. - Understand the shared responsibility everyone has to care for other people and living things; how to show care and concern for others. - Know about things people can do to feel better when they are finding things difficult or when things go wrong. - Identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family and friends, getting enough sleep).
Statutory Relationships Education	- Being safe 2, 3, 4, 5, 6 - Respectful, kind relationships 8	- Families and people who care for me 1, 2, 3, 4, 6 - Respectful, kind relationships 8, 10	Online safety and awareness 1, 4, 5		Respectful, kind relationships 3	Respectful, kind relationships 1, 3, 6, 9
Statutory Health Education	Developing bodies 1, 2		Wellbeing online 2, 4, 6, 7, 10, 11		General wellbeing 1, 2, 3, 4, 5	General wellbeing 1, 3, 4, 5

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 1 and Year 2

2027-2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What makes a good friend?	How can we understand and manage our feelings?	What helps us stay healthy?	How can we keep safe at home?	How can we keep safe outside our home?	How have we changed so far?
Christian Values	Friendship	Hope	Compassion	Trust	Trust	Hope
Theme Statutory RSHE Economic Wellbeing and Careers	Making friends: playing and learning together	Mental health and wellbeing	Being healthy	Safety at home	Safety outside the home	Looking back and moving on
Key Learning	This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	This unit builds on the learning by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency or call 999 themselves if they need to.	This unit will consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to Year 2 or Key Stage 2.
PSHE Programme of Study learning opportunities	- Understand what friendship is, what makes a good friend and the qualities they value in their friends. - Know how people make friends and what makes a good friendship. - Understand the importance of	- Notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more or less strongly. - Know that being aware of their	- Understand what being healthy means and how physical activity helps people to stay healthy. - Know ways to be physically active every day. - Understand what food and drink comes from different	- Know what rules are, some basic safety rules and how different rules can help to keep people safe in different situations - Recognise potentially harmful or hazardous situations in	- Know what rules are, some basic safety rules and how different rules can help to keep people safe in different situations. - Recognise ways to keep safe when out and about, e.g. near railways, on the	- Know about growing and changing from young to old and how people's needs change (how they have changed). - Recognise what they are good at, what they are proud of and how to develop personal strengths.

	friendships; that they support wellbeing. • Listen to other people and play and work cooperatively. • Know the importance of respecting others, even when they are very different from them; practical steps they can take in a range of different contexts to improve or support respectful relationships. • Know simple strategies to resolve arguments between friends positively. • How to recognise when someone is being bullied and what to do.	thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. • Learn simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. • Understand that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses. • Understand about different kinds of change and loss (including death); to recognise that these can affect feelings; ways of expressing and managing feelings about change and loss. • Who they can talk to if finding things difficult, or when they need help with feelings (including adults at school) and how to ask for help.	sources (e.g. eggs from chickens, fruit from trees/plants) and how some food can be changed (e.g. grains into bread) before they are eaten or drunk). • Understand that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink. • Know when and how children can make choices about what they eat and drink and who can help them make healthier choices. • Understand why sleep is important; bedtime routines and ways to rest and relax. • Learn simple hygiene routines that can stop germs from spreading. • Know how to brush teeth correctly; about visiting the dentist and how food	everyday life, including at home. • Recognise hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. • Begin to predict, assess and manage risk in different situations. • Know that medicines can help people to stay healthy or feel better if they are unwell. • Understand that some things that go into or onto bodies can be harmful and how we might know if something is harmful. • 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.	street and in busy places. • Know how to cross the road safely with adult support. • Know how to keep safe around water, using the water safety code. • Know about people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. • Know how to dial 999 in an emergency (including from a locked mobile phone), and what to say.	• Know how to set simple goals and work towards them. • Prepare to move to a new class or year group and how to manage feelings during times of change.
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Statutory Relationships Education	• Caring friendships 1, 2, 3, 4, 5 • Respectful, kind relationships 1, 2, 6, 8, 9	• Respectful, kind relationships 3			• Being safe 4, 7	• General wellbeing 3, 8
Statutory Health Education		• General wellbeing 1, 2, 3, 4, 5, 6, 7, 9	• Physical health and fitness 1, 2, 4 • Healthy eating 1, 2, 4 • Health protection and prevention 1, 2, 3, 4, 5	• Personal safety 1 • Health protection and prevention 6 • Drugs, alcohol, tobacco and vaping 1.	• Personal safety 1, 2 • Basic first aid 1	• General wellbeing 3, 8

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 3 and Year 4

2026-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can we be a good friend and help everyone feel they belong?	How can we look out for others and get help in an emergency?	How can we form respectful relationships?	How can we use strategies to manage our feelings and worries?	How can money and news influence our choices and feelings?	How can we keep safe when we are out and about?
Christian Values	Friendship	Compassion	Forgiveness	Hope	Trust	Trust
Theme Statutory RSHE Economic Wellbeing and Careers	Me, my friends and belonging	Looking out for each other	Forming respectful relationships	Mental health and wellbeing	Money matters and news literacy	Keeping safe out and about
Key Learning	This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.	This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	This unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.
PSHE Programme of Study learning opportunities	- Pupils should know about the importance of friendships; that positive friendships support wellbeing. - Learn how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support,	- Pupils should know what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). - They have knowledge when and how to make a clear and efficient call to the emergency services;	- Pupils should learn ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. - Understand about different types of bullying, how	- Pupils should learn how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses. - Learn how to direct attention and manage distractions	- Pupils will learn that people have different attitudes towards saving and spending money. - Be aware of what influences people's decisions about saving and spending, including individual priorities, needs and wants.	- Pupils should learn strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). - Understand about the benefits and risks of sun exposure

	listening, respecting boundaries, celebrating friends' successes). • Understand that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded. • Understand 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	that staying safe and reporting incidents are more important than filming them.	bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. • Know about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. • Understand that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships.	to support mental health and wellbeing. • Know self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. • Understand that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. • Know that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried, sad. • Understand when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school.	• Understand how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to. • Have knowledge about 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. • Begin to understand 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.	(including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves.
Statutory Relationships Education	• Caring friendships 1, 2, 3, 4 • Respectful, kind relationships 5, 8		• Caring friendships 5, 6 • Respectful, kind relationships 1, 3, 4, 9	• General wellbeing 1, 3, 5, 6, 9, 10 • Caring friendships 3		
Statutory Health Education	• General wellbeing 6	• Basic first aid 1, 2	• General wellbeing 7 • Wellbeing online 8		• Wellbeing online 3, 7 and 9	• Personal safety 2 • Health prevention and protection 2

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 3 and Year 4

2027-2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can we look after our wellbeing and manage our feelings?	How can we manage risk in different places?	How can we protect ourselves to make safe choices online?	How do different families grow and change?	How can we build healthy habits?	
Christian Values	Hope	Endurance	Trust	Compassion	Endurance	
Theme Statutory RSHE Economic Wellbeing and Careers	Mental health and wellbeing	Exploring ways to manage risk	Making choices online	Families and growing together	Building healthy habits	
Key Learning	This unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	This unit explores how to protect information online and make choices about online content, including understanding age ratings.	This unit supports pupils' understanding of diverse family structures, and how families can change.	This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	
PSHE Programme of Study learning opportunities	• Pupils should know about the importance of taking care of mental health and wellbeing, as well as physical health. • Learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and	• Pupils will continue to develop an awareness about how to recognise, predict, assess and manage risk in different situations. • Learn strategies for recognising and managing peer influence and the desire for peer approval in friendships.	• Pupils will learn 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.	• Pupils should identify how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. • Understand that families should provide love, care, protection, and safety	• Pupils will learn the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. • Identify the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. • Understand how to develop healthier eating and drinking habits and how to manage influences on their choices. • Understand to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are	

	hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). - Recap self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. - Understand if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this.		- Understand why and how to use privacy and location settings to protect information. - Learn about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. - Identify how to decide what is appropriate to share online and what should not be shared. - Know 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.	for children as they grow up. Have awareness that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these.	essential; the impact of lifestyle choices on dental health.
Statutory Relationships Education		Caring friendships 2	Online safety and awareness 4	Families 1, 2, 3, 4	
Statutory Health Education	General wellbeing 1, 2, 10	Personal safety 1, 2	Wellbeing online 3, 4, 5, 10		- Physical health and fitness 1, 2 - Healthy eating 1, 2, 4 - Health prevention and protection 4

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 5 and Year 6

2026-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can we respect boundaries? How do we change as we grow?	How can we build respectful friendships and challenge bullying and stereotypes?	How can we stay safe when connecting and socialising online?		How can we understand and safely use artificial intelligence?	How can we look after our mental health?
Christian Values	Endurance	Friendship	Hope		Justice	Trust
Theme Statutory RSHE Economic Wellbeing and Careers	Respecting boundaries/ Changes in puberty (and sex education*)	Friendships, stereotypes and bullying	Safe connections online		Developing our AI literacy	Mental health and wellbeing
Key Learning	This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. This unit also builds pupils' understanding of how to manage the changes that occur during puberty. *Parental right to withdraw applies to sex education.	This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.		This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	This unit builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.
PSHE Programme of Study objectives	Pupils should explore seeking and giving/not giving permission (consent) in different situations	Pupils should revisit and deepen understanding about different types of bullying, how bullying behaviours	Pupils should know the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users.		Pupils should know what AI is (including generative AI) and where it might be encountered in everyday life.	Pupils will learn about preparing for the opportunities and challenges of moving to a new class or school,

	with friends, peers and adults. • Continue to explore what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. • Know about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts • Know how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical	can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. • Know what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. • Know about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. • Continue to be aware about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity,	• Understand 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. • Know 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. • Identify 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. • Understand 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. • Know 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.	• Become aware about how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing. • Extend previous knowledge on 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	including managing thoughts and feelings associated with transition. • Revisit and expand on when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. • Revisit and deepen knowledge that unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this.
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	contact, including who to tell. • Pupils should learn about the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. • Name and identify external genitalia and internal reproductive organs in males and females. • Learn about the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. • *Sex Education: conception and pregnancy – including conception and cell division; signs and symptoms of pregnancy; stages of pregnancy; sources of support during pregnancy	family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect.			
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	and the health needs of mother and child.				
Statutory Relationships Education	• Being safe 1, 3 • Respectful, kind relationships	• Respectful, kind relationships 5, 6, 8, 9, 10.	• Online safety and awareness 1, 2, 3, 5		
Statutory Health Education	• Developing bodies 1, 2, 3	• General wellbeing 7 • Wellbeing online 8	• Wellbeing online 2, 3, 4, 5, 6	• Wellbeing online 1, 2, 7, 9	• General wellbeing 8, 9, 10 • Developing bodies 2
Non-statutory Sex Education	• Conception and pregnancy				

St George's Central CE Primary School and Nursery

Long Term Plan for PSHE

Year 5 and Year 6

2027-2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can we look after our mental health? How do we change as we grow?	How can we manage money and online spending?	How can we build healthy habits and learn basic first aid?	How can we positively engage with the world around us?	What are the risks of drugs and how can we stay safe?	How can we prepare for our future?
Christian Values	Compassion	Trust	Compassion	Hope	Trust	Endurance
Theme Statutory RSHE Economic Wellbeing and Careers	Health and wellbeing	Managing money and online spending	Embedding healthy habits and learning first aid	Positively engaging with our world	Drug education: assessing risk and managing influences	Looking to the future
Key Learning	This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. This unit builds pupils' understanding of how to manage the changes that occur during puberty. *Parental right to withdraw applies to sex education.	This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.	This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.
PSHE Programme of Study objectives	Pupils should recap on how to direct attention and manage distractions to support mental	Pupils should know different ways to keep track of money; how to keep money safe at home, outside	Pupils should explain what good physical health means; the characteristics of a	Pupils should learn how to manage emotional responses to events outside of their control (e.g.	Pupils should know the facts, risks and effects of legal drug products common to everyday life	Pupils should identify and build skills that might help them in their future careers e.g. teamwork,

	health and wellbeing. - Continues to recognise that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. - Revisit and learn additional self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. - Further understand that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. - Pupils should learn about the emotional and physical changes that occur during puberty in both males and	the home or in a bank account. - Understand the advantages and disadvantages of different ways of paying for things - Revisit and explain what influences people's decisions about saving and spending, including individual priorities, needs and wants - Know 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, reliable choices about search results or the content they see - Understand 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	balanced, healthy lifestyle. - Recall and explain the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. - Consider choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. - Understand and explain about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. - Explain what is meant by first aid and apply basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). - Know when and how to make a clear and efficient call to the	climate change or distressing events). Understand about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends).	(e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). - Understand how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma. •Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. - Understand what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. - Have awareness that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if	communication, negotiation, critical thinking and digital literacy. - Understand that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. •Understand that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. •Recognise how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. - Understand that there are different routes into careers (e.g. college, apprenticeship, university). - Know healthy friendships make
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	females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. - Name and identify external genitalia and internal reproductive organs in males and females. - Learn about the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. *Sex Education: conception and pregnancy – including conception and cell division; signs and symptoms of pregnancy; stages of pregnancy; sources of support during pregnancy and the health needs of mother and child.	well as other online financial harms including scams and fraud, and their impact on wellbeing.	emergency services; that staying safe and reporting incidents are more important than filming them. Recognise their achievements and personal strengths; how to set targets to help achieve their goals.		worried about people they know.	people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - Think about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes. - Prepare for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition.
Statutory Relationships Education	Caring friendships 3					Caring friendships 1, 3, 4

Statutory Health Education	• General wellbeing 1 • Developing bodies 1, 2, 3	• Wellbeing Online 3, 6. 7, 9, 10	• Physical health and fitness 1, 2, 3 • Health protection and prevention 2 – HPP2 - Basic first aid 1, 2	General wellbeing 1, 5	• Drugs, alcohol, tobacco and vaping 1 • Health protection and prevention 6 • General wellbeing 9	• General wellbeing6, 8
Non-statutory Sex Education	• Conception and pregnancy					