

PSHE + RSHE Curriculum Long Term Plan 2025-2026

Early Years: see Early Years overview.

Transition (summer term): to help pupils with the transition to a new year (and secondary schools from Year 6) and the changes and challenges that come with it; the opportunities and responsibilities this brings; explore any worries or anxieties that children may have.

PSHE + C & RSE Long-term plan - unit summaries

	My healthy self	Connecting with others	The online World	Citizenship	Growing up
Y1	How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	How can I help myself and others feel happy and safe? Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	How do we spend time online? Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	TBC-Sept 2026	TBC-Sept 2026 We are awaiting content from KAPOW for Citizenship and Growing up. This will be added in September 2026 when it becomes available.
Y2	How can we look after our bodies? Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	How can I build safe, kind and caring relationships with others? Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	How can we stay safe online? Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.		

Y3	How can I take care of my mind and body? Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	What helps us feel safe and included? Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	How should we communicate online? Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.		
Y4	How can I make healthy choices? Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	How can we respect each other? Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	How can we decide what to trust online? Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.		
Y5	How can I support my mind and body as I grow? Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and	Why are healthy relationships important? Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek	How am I influenced by what I see online? Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and		

	practise strategies for managing emotions and seeking support when needed.	help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	identifying strategies to respond safely to pressure and persuasion.		
Y6	How do my choices today shape my future health? Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	What does it mean to stand up for myself and others? Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	TBC-2026		