



PSHE Curriculum – Long Term Plan – 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me	Polar Express	On the Move	On the Farm	Once Upon a Time	All Creatures Great & Small
EYFS	Me & My World/Heroes	Standing Ovation	Castles, Knights & Dragons	Spring in our Step	Where We Live	Science Detectives

	Living in the Wider World				Health and Wellbeing			Relationships		
	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
Year 1	How do we feel? What can we do with money?	Community Helpers & Roles	How can we look after each other and the world?		What helps us stay healthy?	Who helps us to keep safe? Including <u>Online</u>		Who are the people in my life that care for me? What are the differences and similarities between people?		What are the differences between boys and girls? (Body Parts)
Year 2	What jobs do people do?		What can help us grow and stay healthy?		How do we recognise our own feelings?	What helps us to stay safe?	Online Identify and Safety	What is fair and unfair and kind and unkind?		What is private? (Body Parts) CONSENT What happens when the body grows young to old?
Year 3	What makes a community?	Local Jobs & Responsibilities	Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	What keeps us safe?	Safe Use of Social Media	What is personal space? (unwanted touch)	Greif, Loss & Loneliness	What does a healthy relationship look like? Why is being 'equal' important in a relationship?
Year 4	How can our choices make a difference to others and the environment?		What strengths, skills and interests do we have?		How do we manage our feelings?	How do we manage risks in different places?	Privacy and Misinformation Online	What is diversity?	Online Relationships & Boundaries	Do boys and girls have different roles? What changes happen to my body?
Year 5	What jobs would we like?	Career Exploration & Aspirations	What decisions can people make with money?	Introduction to Artificial Intelligence (AI)	How can we help in an accident or emergency?	What makes up our identity?	Social Media & Mental Health	What is puberty? What are the different relationships in my life?		What is unwanted touch? CONSENT/Harassment What is FGM?
Year 6	How does the media influence people? Including <u>Online</u>		Artificial Intelligence and Data Ethics		How can we keep healthy as we grow?	Digital Footprint and Online Behaviour		1.What changes happen in my life? 2.What happens in a loving relationship (including marriage) and what is forced marriage? CONSENT/Harassment		Challenging Harmful Influences and Misogyny

**Nursery:**

Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Allow an adult to comfort them. • Achieve a goal they have chosen, or one which is suggested to them. • Talk about their feelings using words like 'happy' and 'sad' • Seek adult support to help them in managing emotions. • Recognise when a peer is upset. • Talk about their feelings using a developing vocabulary e.g. <i>frightened, frustrated</i>. • Explain to an adult what has happened when they are upset. • Begin to control their own emotions. • Begin to understand how others feel. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Select and use activities and resources with help. • Follow a simple instruction as part of a group. • Join in an activity when invited by an adult. • Select and use activities and resources independently. • Remember basic setting rules and follow them most of the time. • Explain why rules are important. • Care for plants, animals and their immediate environment. • Talk confidently in front of a group of their peers. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Use the toilet independently. • Wash and dry their hands. • Take their coat off and put it on. • Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently. • Show independence in managing own needs including at snack time. • Give simple explanations about healthy lifestyle choices. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Take turns, with adult support. • Play with one or more other children. • Join in with a group of children who are playing. • Speak to peers within a game or activity. • Seek adult support to help them in managing emotions and conflicts. • Play with other children extending and elaborating play ideas. • Find solutions to conflicts and rivalries.



Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
<p>Children in Reception will:</p> <ul style="list-style-type: none"> Identify and name feelings in themselves and others, e.g. <i>cross, lonely, worried</i>. Bounce back quickly after they have been upset and with more independence. Reflect on feelings they encounter in stories and make links to their own experiences. Follow two-step instructions. Wait with increased patience for attention or a turn in a game/with a toy. <p>ELG</p> <ul style="list-style-type: none"> Recognise, moderate and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately. 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Abide by most of the rules of the classroom. Try new activities independently or with peers. Talk positively about themselves and what they can do. Begin to understand and discuss consequences of our behaviour. Shows increasing independence, working on short activities independently. Persevere when something is challenging. <p>ELG</p> <ul style="list-style-type: none"> 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. 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Put on socks and shoes. Fasten zips independently Explain why handwashing is important. Undress independently with help for buttons Dress and undress independently. Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' having a good sleep routine, being a safe pedestrian.</i> <p>ELG</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Take turns when playing simple games. Show empathy towards their peers. Show understanding of another child's perspective. Solve small conflicts through speaking to each other and being assertive. <p>ELG</p> <ul style="list-style-type: none"> Form positive attachments with adults' peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.