RSE and PSHE Long Term Overview Year A Updated September 2026				
	EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Autumn 1 **Year A**	**Self Regulation:** **My Feelings**	**Connecting With Other:** **How can I help myself and others feel happy and safe?**	**Connecting With Others:** **What helps us feel safe and included?**	**Connecting With Others:** **Why are healthy relationships important**
Autumn 2 **Year A**	**Building Relationships:** **Special Relationships**	**The Online World:** **How do we spend time online?**	**The Online World:** **How should we communicate online?**	**The Online World:** **How am I influenced by what I see online?**
Spring 1 **Year A**	**Managing Self:** **Taking on Challenges**	**Health Protection: How can I protect myself and others in daily life?**	**Citizenship:** **What careers do people choose and why?**	**Citizenship: How can we be in control of our money?**
Spring 2 **Year A**	**Self Regulation:** **Listening and Following Instructions**	**Staying Safe:** **How can I stay safe?**	**Staying Safe:** **What signs recognise what is safe or unsafe**	**Connecting With Others:** **What does it mean to stand up to myself and others?**
Summer 1 **Year A**	**Building Relationships:** **My Family and Friends**	**Connecting With Other:** **How can I build safe, kind and caring relationships with others?**	**Connecting With Others:** **How can we respect each other ?**	**The Online World: How do I feel about things I see online?**
Summer 2 **Year A**	**Managing Self: My Wellbeing**	**The Online World:** **How can we stay safe online?**	**The Online World:** **How can we decide what to trust online?**	**YEAR 5: How can I manage the changes to my body and emotions as I grow up?**

			YEAR 4 Growing up: How will my body and emotions change as I grow up?	**YEAR 6: Sex education: How do people become parents and carers?**

	EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Term 1 **Year A**	**Self Regulation: My Feelings** Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions	**Connecting With Other: 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.	**Connecting With Others: 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.	**Connecting With Others: 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 help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Term 2 **Year A**	**Building relationships: Special relationships** Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	**The Online World: 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	**The Online World: 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	**The Online World: 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

		strategies for staying safe and responding to unsuitable content.	online bullying and apply their understanding to communicate safely and respectfully online.	identifying strategies to respond safely to pressure and persuasion.
Term 3 **Year A**	**Managing self:** **Taking on challenges** Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Health Protection: How can I protect myself and others in daily life?** Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	**Citizenship:** **What careers do people choose and why?** Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	**Citizenship: How can we be in control of our money?** Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
Term 4 **Year A**	**Self-regulation: Listening and following instructions** Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	**Staying Safe:** **How can I stay safe?** Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.	**Staying Safe:** **What signs recognise what is safe or unsafe?** Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.	**Connecting With Others:** **What does it mean to stand up to 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.

Term 5 **Year A**	**Building relationships: My family and friends** Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop team work skills	**Connecting With Other: 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.	**Connecting With Others: 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.	**The Online World: How do I feel about things I see online?** Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.
Term 6 **Year A**	**Managing self: My wellbeing** Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.	**The Online World: 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.	**The Online World: 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. **Year 4 Growing Up: How will my body and emotions change as I grow up?**	**YEAR 5 Growing Up: How can I manage changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. **YEAR 6 Sex education: How do people become parents and carers?** Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and

			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.	are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

RSE and PSHE Long Term Overview Year B				
	EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Autumn 1 **Year B**	**Self-Regulation: My Feelings**	**My Healthy Self:** **How can we look after our emotions?**	**My Healthy Self:** **How can I take care of my mind and my body?**	**My Healthy Self:** **How can I support my mind and body as I grow?**
Autumn 2 **Year B**	**Building Relationships: Special Relationships**	**Citizenship: How can we help others and the environment?**	**Citizenship:** **What right and responsibilities do we have?**	**Citizenship:** **How can I make a difference in our communities and beyond.**
Spring 1 **Year B**	**Managing Self: Taking On Challenges**	**Citizenship:** **How do people belong in our community and earn money?**	**Health Protection:** **How can we prevent illness and injury and respond if they happen?**	**Growing Up:** **How can I manage changes to my body and emotions as I grow up?**
Spring 2 **Year B**	**Self-Regulation: Listening and Following Instructions**	**My Healthy Self:** **How can we look after our bodies?**	**My Healthy Self:** **How can I make healthy choices?**	**My Healthy Self:** **How do my choices today shape my future health?**
Summer 1 **Year B**	**Building Relationships: My Family and Friends**	**Growing up: How can we look after and respect our bodies as we grow?**	**Citizenship:** **How can I spend money responsibly?**	**Citizenship:** **How can we protect everyone's rights'?**
Summer 2 **Year B**	**Managing Self: My Wellbeing**	**Staying Safe:** **How can I make safe choices in different places?**	**Staying Safe: How can I make safe choices in different places?** **Year 4 Growing Up:**	**YEAR 5: How can I manage the changes to my body and emotions as I grow up?**

			How will my body and emotions change as I grow up?	**YEAR 6: Sex education: How do people become parents and carers?**

	EYFS	Year 1/2	Year 3/4	Year 5/6
Term 1 **Year B**	**As cycle A**	**My Healthy Self: 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.	**My Healthy Self: How can I take care of my mind and my 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.	**My Healthy Self: 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 practise strategies for managing emotions and seeking support when needed.
Term 2 **Year B**		**Citizenship: How can we help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider	**Citizenship: What right and responsibilities do we have?** Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local	**Citizenship: How can I make a difference in our communities and beyond?** Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can

		how they can make a positive contribution to the world around them.	councils help meet the needs of their communities.	influence change in government.
Term 3 **Year B**		**<u>Citizenship:</u>** **<u>How do people belong in our community and earn money?</u>** Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.	**<u>Health Protection:</u>** **<u>How can we prevent illness and injury and respond if they happen?</u>** Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	**<u>My Healthy Self:</u>** **<u>How do my choices today shape my future health?</u>** 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.
Term 4 **Year B**		**<u>My Healthy Self:</u>** **<u>How can we look after our bodies?</u>** 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	**<u>My Healthy Self:</u>** **<u>How can I make healthy choices?</u>** 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	**Citizenship:** **How can we protect everyone's rights'?** Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.

		teeth, before planning a simple healthy daily routine.	positive impact on themselves and those around them.	
Term 5 **Year B**		**Growing up: How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Citizenship: How can I spend money responsibily?** Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	**Staying Safe: How can I stay safe as I grow up?** Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.
Term 6 **Year B**		**Staying Safe: How can I make safe choices in different places?** Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.	**Staying Safe: How can I make safe choices in different places?** Learning how to recognise potential risks and make safe choices in different places and situations, pupils understand how rules help to keep them safe and identify when and how to seek help from a trusted adult. **Year 4 Growing Up: How will my body and emotions change as I grow up?** Learning about the physical and emotional changes that occur	**YEAR 5 Growing Up: How can I manage changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. **YEAR 6 Sex education:**

			during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**How do people become parents and carers?** Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.