

St Chad's PSHE Curriculum – including RHE (2026)

PSHE Long Term Plan - Cycle A			
	Autumn	Spring	Summer
EYFS	<u>EYFS Framework:</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World	<u>EYFS Framework</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World	<u>EYFS Framework</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World
Y1/2	<u>Citizenship</u> Knowing rules, responsibilities and interacting with others.	<u>Families and Relationships</u> Navigating relationships with family and friends and how this may make us feel.	<u>Health and Wellbeing</u> Learning how to have a happy and healthy mind and body.
Y3/4	<u>Citizenship</u> Knowing rules, responsibilities and interacting with others.	<u>Families and Relationships</u> Navigating relationships with family and friends and how this may make us feel.	<u>Health and Wellbeing</u> Learning how to have a happy and healthy mind and body.
Y5/6	<u>Citizenship</u> Knowing rules, responsibilities and interacting with others.	<u>Families and Relationships</u> Navigating relationships with family and friends and how this may make us feel.	<u>Health and Wellbeing</u> Learning how to have a happy and healthy mind and body.

St Chad's PSHE Curriculum – including RHE (2026)

PSHE Long Term Plan - Cycle B			
	Autumn	Spring	Summer
EYFS	<u>EYFS Framework:</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World	<u>EYFS Framework:</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World	<u>EYFS Framework:</u> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Knowing the World
Y1/2	<u>Economic Wellbeing</u> Knowing the role of money in society and how it is earned, saved and used.	<u>Safety and the Changing Body</u> Knowing how to be safe in a variety of scenarios and knowing bodies and privacy.	<u>Identity and Growth Mindset</u> Knowing ourselves and how to have a resilient approach to challenging tasks.
Y3/4	<u>Economic Wellbeing</u> Knowing the role of money in society and how it is earned, saved and used.	<u>Safety and the Changing Body</u> Knowing how to be safe in a variety of scenarios and knowing bodies and privacy.	<u>Identity and Growth Mindset</u> Knowing ourselves and how to have a resilient approach to challenging tasks.
Y5/6	<u>Economic Wellbeing</u> Knowing the role of money in society and how it is earned, saved and used.	<u>Safety and the Changing Body</u> Knowing how to be safe in a variety of scenarios and knowing bodies and privacy.	<u>Identity and Growth Mindset</u> Knowing ourselves and how to have a resilient approach to challenging tasks.

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Progression of skills, knowledge and vocabulary

		Communication and Language	Personal, Social and Emotional Development	Physical Development
End of EYFS	Key Concepts	• Listening, attention and knowing • Ideas and feelings • Point of view • Problem-solving	• Goals and achievement • Building confidence • Finding solutions • Rules • Feelings • Choices • Building relationships • Perspectives of others • Keeping healthy	• Developing gross motor skills • Increasing independence
	Skills (objectives)	• Participate in small group, and one to-one discussions • Offer own ideas using recently introduced vocabulary • Offer explanations for why things might happen • Express their ideas and feelings about their experiences	• Show an knowing of their own feelings and those of others • Set and work towards simple goals • Give focused attention to what the teacher says, responding appropriately even when engaged in activity • Follow instructions • Be confident to try new activities and show independence and perseverance • Explain the reasons for rules • Manage own basic hygiene and personal needs, including dressing, going to the toilet and knowing healthy food choices • Work and play co-operatively and take turns with others	• Be increasingly independent when they get dressed and undressed • Develop skills they need to manage the school day successfully (for e.g., lining up and queuing, mealtimes) • Negotiate space and obstacles safely with consideration for themselves and others
	RSHE Links	Safety, emotions, feelings, respect	Body, healthy eating, hygiene	Safety, confidence, respect, awareness, independence
	Vocabulary	Respect, ideas, feelings, friend	Healthy, Clean, Wash, Exercise, Care, Sleep, turn-taking, instruction	Responsible, school, dress, undress, independent

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		Knowing the World		
	Key Concepts	• Family • Community • Different beliefs • Roles in society •		
	Skills (objectives)	• Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religions and cultural communities in the United Kingdom • Show an interest in different occupations • Talk about members of their immediate family and community		
	RSHE Links	Safety, emotions, trust, security, community		
	Vocabulary	Different, same, family, people, religion, community, role		
KS1				
		Citizenship	Families and Relationships	Health and Wellbeing
End of Y2	Key Concepts	• Rules • Responsibility • School council • Local area • Needs of pets and babies • Similarities and differences • Groups • Voting • Sharing opinions	• Family members • Friendships • Emotions of others • Skills • Stereotypes	• Sleep and rest • Germs • Sun safety • Exercise • Growth mindset • Healthy diet • Teeth

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	Objectives	• Know why the class and school rules are important. • Recognise that different rules apply in different situations. • Know what makes a good school environment. • Recognise that everyone in school has a responsibility to maintain the school environment. • Know how the school council works. • Know some jobs that people do to keep the local area pleasant and know some local job roles that help the community. • Know similarities and differences between people and that differences should be respected. • Know the different needs of a range of pets. • Know some of the needs of babies and young children. • Identify some groups which they belong to. • Recognise that different individuals belong to different groups. • Know why voting is a fair way to make a decision involving a lot of people and be able to share their own opinions.	• Know that families can include a range of people and that families offer love and support. • Know who their friends are and what people like to do with friends and what a good friend is. • Know some issues that may occur in friendships and which of these may need adult help to resolve. • Know that expectations of manners may change according to the situation. • Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. • Know what people might look like if they are feeling: angry, scared, upset or worried and know ways to respond to this. • Know the skills needed to work together in a group. • Know that friendships can have problems and learn ways to overcome these problems. • Know how the actions of others can affect people. • Explain what a stereotype is and think about some gender stereotypes in jobs.	• Know why sleep is important • How rest and relaxation affects our bodies, including mental functions. • Know the effect of physical activity on their body and mind. • Know examples where they could use relaxation to help manage difficult emotions. • Know if their behaviour is appropriate and proportionate to their feelings. • Know that germs can be spread via our hands. • Know how to wash their hands properly. • Know the three things they need to do when out in the sun to keep safe. • Know people can be allergic to certain things and how to help with an allergic reaction. • Know that there are a range of people who help to keep us healthy. • Know what a healthy diet is. • Know what helps to keep teeth healthy. • Know why they might have the flu vaccination. • Know who to talk to in school if they are worried about their health.
	Vocabulary	Care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote, election, environment, identity, job, opinion, rule, school council, volunteer, vote.	Behaviour, care, emotions, family, feelings, friend, friendly, friendship, problem, stereotype, respect, love.	Allergy, emotions, feelings, germs, ill, relax, diet, exercise, growth mindset, healthy, physical activity, skill, strengths.

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		Safety and the Changing Body	Economic Wellbeing	Identity and Growth Mindset
	Key Concepts	• People • Safety with substances • Safety at home • Emergencies • Road safety • Parts of the body • Appropriate contact and privacy • Secrets and surprises	• Money • Saving and spending • Jobs • Needs and wants • Skills and talents	• Perseverance • Compliments • Generosity • Emotions • Transition
	Objectives	• Know a number of adults in school. • Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. • Know ways to keep safe and not get lost and know the steps to take if they do get lost. • Know the number for the emergency services and their own address. • Know what can go into or onto the body and when they should check with an adult. • Know when we should take medicines that can help us feel better when we are unwell. • Know that there are hazards in houses and know how to avoid them. • Know and name jobs that people do to help keep us safe. • Know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. • Know the name of parts of the body, including those of the private parts for their gender.	• Know how children might get money and some ways adults might get money. • Know some different ways to keep money safe. • Know the role of banks, building societies and bank account cards. • Know that people may take different choices about spending or saving. • Know that a range of jobs exist in and out of school and that different skills are needed for jobs • Recognise wants and needs. • Recognise the difference between a want and a need. • Know their own skills and talents and ways to develop their skills and talents. • Know why treating people equally and inclusively is important.	• Know what a growth mindset is. • Know how perseverance can provide an opportunity to solve a problem and improve their skills and knowledge. • Be able to provide examples of the positive attributes of others and themselves. • Know ways of showing generosity to others and know how being generous can benefit themselves and others. • Know that being generous can be through actions and not just giving or buying. • Identify a range of emotions. • Know strategies to support with handling their emotions. • Know how to take notice of different feelings on other people. • Know the changes and challenges that they may face when moving to a new class, year group and key stage.

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		• Know that some types of physical contact are never acceptable. • Know what a secret is and what a surprise is.		
	Vocabulary	Accident, drug, emergency, hazards, medicine, physical contact, role, trust, private, secret, surprise, penis, testicles, vulva, vagina.	Bank, cash, earn, job, money, notes, pocket money, save, skill, spend, value, debit card, electronic, transaction, wages, want, withdraw.	Growth mindset, wrong, practice, celebrate, fixed mindset, emotion, challenge, resilience, perseverance.
KS2				
		Citizenship	Families and Relationships	Health and Wellbeing
End of Y4	Key Concepts	• Rules and consequences • Rights and responsibilities • Recycling • Local community • Democracy • Diversity	• Family types • Problems in relationships • Bullying • Trust and boundaries • Gender and disability stereotypes • Bereavement	• Healthy lifestyle • Dental health • Mental health and emotions • Identity • Identifying strengths • Problem solving
	Objectives	• Know the need for rules and laws and the consequences of breaking rules. • Know the role of local councillors. • Know what human rights are and why they are important. • Know that children have rights and how these benefit them. • Know the benefits of recycling. • Recognise some of the different groups within the local community and how they use local buildings and know how community groups can focus on different areas of interest. • Know how charities support the local community. • Know that diversity supports a community to work effectively. • Know how democracy works locally and how this affects us.	• Know that families are all different around the World. • Know that families offer each other support but sometimes they can experience problems. • Know boundaries in friendships, including physical boundaries and expectations. • Know that problems occur in friendships and that violence is never right. • Know how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • Know to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	• Know the benefits of healthy eating and dental health. • Know what mental health is and that sometimes people might need help. • Know ways that can help to improve their mental health such as exercise, self-care techniques, time with loved ones and time outdoors. • Know that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • Know what makes them happy and be able to think about how to work towards this as a goal. • Know that there are some things they can control and others they cannot.

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			• To know how we balance the needs and wishes of different people in relationships and why this can be complicated. • Know what bullying is and what to do if it happens. Know the impact of bullying and the role bystanders can take. • Know what a good listener is and know how to show that they are listening. • Know that stereotypes arise from a range of factors, including some of those associated with age, gender and disability. • Know the impact of stereotypes. • Know some toys and fictional characters that may have gender stereotypes. • Know what grief is and how to support someone who has experienced grief.	• Know the different aspects of their identity. • Know their own strengths and that they can help other people. • Be able to how they would break a problem down into small, achievable goals. • Know how they feel when they make a mistake and explain what can be learned from making mistakes.
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	Vocabulary	Charity, community, consequence, council, councillor, law, recycling, rights, authority, diversity, environment, human rights, government, protect, reuse, volunteer.	Bullying, communicate, empathy, solve, stereotype, sympathy, trust, kindness, authority, bereavement, boundaries, bystander, permission.	Belonging, identity, lonely, resilience, emotions, healthy, mental health, relaxation, skill, dental health.
		Safety and the Changing Body	Economic Wellbeing	Identity and Growth Mindset
	Key Concepts	• Emergency scenarios • First aid • Cyberbullying • Scams • Legal age restrictions • Changing body • Smoking risks	• Payment methods • Budgeting • Spending choices and the environment • Value for money • Careers • Stereotypes in jobs • Skills and interests in jobs	• Responding to emotions • Connecting • Thinking of others • Teamwork and communication • Growth mindset and resilience • Transition

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	Objectives	• Know that they must consider their own safety before helping others in an emergency situation. • Know some first aid including: bites and stings and breathing difficulties such as asthma attacks. • Know how to deal with unkind behaviour online and cyberbullying. • Know the best ways to avoid being tricked by fake emails. • Know the reasons for legal age restrictions to do with internet safety. • Know how quickly information can spread on the internet and some of the risks associated with that. • Know the difference between private and public, and secrets and surprises. • Know how search engines work and whether information is useful. • Know the changes they have already gone through in their lives and some changes to come. • Know that they will change physically as they develop into adults. • Know some of the risks of smoking and some of the benefits of being a non-smoker.	• Know that different payment methods may be used in given scenarios and why specific payment methods might be more beneficial. • Know what a budget is and how we can benefit from budgeting. • Know multiple factors that influence whether something is good value for money. • Know the importance of tracking spending. • Know different ways to keep money safe. • Know the impact our spending choices can have on others and the environment. • Know that a wide range of jobs are available and that skills, interests and influences can lead people to certain jobs. • Know different reasons why people might change careers. • Know that job stereotypes sometimes exist but these should not limit anyone. • Know proactive steps that can be taken to challenge and overcome these stereotypes.	• Know ways of responding to others when they are upset by offering support or giving space. • Know how people can connect with others through interests and hobbies. • Know how actions can affect people and that these effects can be lasting. • Know the skills needed to work as a team. • Know how to communicate positively and the benefits of communicating with others. • Know how people in their school contribute to making the school better. • Recognise positive and negative thoughts and apply strategies to cope with negative thinking. • Know the challenges that they may face in their new class and year group.
	Vocabulary	Allergic, casualty, injuries, choice, bullying, cyberbullying, decision, distraction, fake, influence, changes, bodies, private, public.	Account, budget, career, digital trade, fair trade, profession, stereotype, bank account, bank statement, influence, satisfaction, security, value for money.	Support, space, actions, consequence, skills, teamwork, communication, contribute, resilience, growth mindset.

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		Citizenship	Families and Relationships	Health and Wellbeing
End of Y6	Key Concepts	- Rules and laws - Rights - Sustainability and environmental issues - Pressure groups - Parliament - Prejudice and discrimination - Diversity	- Qualities and attributes - Friendships - Marriage and Civil Partnerships - Family relationships - Attitudes and stereotypes - Discrimination - Respect - Managing conflict - Grief	- Qualities, values and goals. - Physical wellbeing - Healthy lifestyle - Resilience - Vaccinations - Habits - Spotting illness - Failure

	Objectives	- Know what happens when someone breaks the law. - Know what rights are and that freedom of expression is one of these rights. - Know that education is a human right and why education is important. - Know the importance of caring for others and that we all have a responsibility to care for things and people around us. - Know how reducing the use of materials and energy helps the environment, and what individuals can do to support this. - Know some environmental issues relating to food and food production. - Know how people contribute to society and how this is recognised. - Know the role of pressure groups. - Know the value of diversity in society, including significant individuals. - Know the roles and responsibilities of people in government.	- Know what qualities a good friend should have and recognise which of these they have and which they could develop. - Recognise that friendships have ups and downs and this is normal. - Know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries - Know that everyone can expect a level of respect but this can be lost. - Know what respect is and how they should be respected. - Know what marriages and civil partnerships are and know that it is a choice people make. - Know that we all have a range of attributes that make us who we are and we should be proud of these. - Know the difference between being assertive and being controlling, and conversely the difference between	- Know why a good night's sleep is important. - Know how they take care of their physical wellbeing. - Know that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. - Know the risks of gaming and how it can become addictive. - Know the impact of isolation and loneliness on children and how to get support. - Know how to keep safe in the sun and some of the risks, now and in the future, if they don't. - Know how vaccination works and why it is important to individuals. - Know that habits can be good or bad for health. - Know that changes in their body could indicate illness and know what to do if they notice them.
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		• Know what prejudice and discrimination are and why and how they should be challenged. • Know the basics of how parliament works including the parts of parliament.	being kind to other people and neglecting your own needs. • Know why someone might bully others. • Know that attitudes and laws around gender equality have changed over time. • Know how stereotypes influence our ideas and opinions. • Know a range of stereotypes and share this information effectively. • Know that stereotypes exist and these can lead to discrimination. • Know the term bereavement and describe some of the associated emotions.	• Know the importance of a healthy relationship with food. • How to prepare a healthy meal. • Know that it is common to experience mental health problems and where they can get support and how to seek help for others.
	Vocabulary	Environment, freedom of expression, government, House of Commons, human rights, judge, jury, Member of Parliament (MP), pressure group, Prime Minister, authority, protected characteristics, respect.	Attribute, bystander, marriage, civil partnership, wedding, secret, conflict, earn, expectation, grief, resolve, respect, stereotype.	Habit, vaccination, antibodies, disease, immunisation, safety, protect, responsibility, diet, balanced, health, addictive, balance, wellbeing, screen time.
		Safety and the Changing Body	Economic Wellbeing	Identity and Growth Mindset
	Key Concepts	• Alcohol • Misinformation • Correct use of the internet • Body parts • Puberty • First aid	• Needs and wants • Budgeting • Borrowing and loaning • Risks with spending • Gambling • Careers	• Identity • Responsibilities and opportunities • Worries • Resilience • Image manipulation • Setting goals • Transition

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	Skills (objectives)	• Know some ways to check that a news story is real. • Know how they should behave online and the impact negativity can have. • Know what is safe to share online and what to do before sending a message. • Know the correct names for and functions of the internal organs of the body. • Know the changes their own gender will go through during puberty. • To know what menstruation is and about the menstrual cycle. • To know how to administer first aid when a casualty is bleeding, choking, unresponsive but breathing and not breathing. • Know that other people can influence our decisions but we have the right to make our own choices. • Know some of the reasons adults decide to drink or not drink alcohol.	• Know feelings about money and the impact they can have. • Know how to safeguard money in both digital and physical environments. • Know the money changes when moving to secondary school. • Know how to prioritise needs over wants. • Know how to manage a weekly budget. • Know the responsibilities and consequences of borrowing and loaning. • Recognise the risks and considerations associated with spending money online. • Know why workplace stereotyping needs to be challenged. • Know how interests and skills align with future careers. • Know how careers function in different settings and what roles and responsibilities come with them. • Know the risks of gambling.	• Know the factors which make up identity. • Know their own characteristics and individuality. • Know their own self-worth and the meaning of self-esteem. • Know that images can be manipulated by the professional media but also by individuals and that they are not realistic. • To know the skills needed to take on responsibilities in school • To know some of the challenges that they will face in the transition period. • To know how to use growth mindset when transitioning to a new school (Y6 children) or class (Y5 children).
	Vocabulary	Choice, peer pressure, puberty, vulva, vagina, testicles, penis, choice, decision fallopian tube, womb, ovary, cervix, vagina, bladder, penis, scrotum, sperm duct, testicle, urethra.	Earnings, expenses, gambling, risks, valuables, workplace, borrow, commitment, expenditure, impact, income, loan, repayment.	Growth mindset, identity, individuality, manipulation, goals, transition, self-esteem, responsibility, opportunity.