PSHE Long Term Overview/Progression of Learning 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Themes	**Me and My Relationships** 	**Valuing Difference**	**Keeping Safe** 	**Rights and Respect** 	**Positive Self Beliefs** 	**Growing and Changing** 
Reception	▪ To identify families and people who care for me, both male and female. ▪ To know all about me and what makes me special. ▪ To identify my special people. ▪ To learn that people can use online devices to communicate and who to tell if an image or message makes them sad or scared.	▪ To know that I'm special and you're special. ▪ To identify similarities and differences in each other. ▪ To learn how to be a good friend to others who are different to me. ▪ To identify online bullying and to know to tell a safe adult.	▪ To identify what is safe to go in my body. ▪ To learn how to keep myself safe. ▪ To learn how to be safe indoors and outdoors (roads). ▪ To learn how to listen to my feelings ▪ To identify people who help keep me safe (safe adults).	▪ To learn how to be kind to others by helping them and playing with them. ▪ To learn how we can be helpful in the home and at school by tidying up our toys. ▪ To care for our world by looking after plants and animals. ▪ To look after and use money (buying and selling/role-play and making independent choices).	▪ To identify healthy food to put into my body. ▪ To move my body to keep healthy. ▪ To know that our body needs a good night's sleep. ▪ To identify positive male and female role models.	▪ To identify the seasons ▪ To observe life stages in plants, animals, humans ▪ To know that babies grow into children, then teenagers, then adults ▪ To know I will get bigger and grow and change. ▪ To know about safe touches/unsafe touches
Year 1	▪ To learn classroom rules ▪ To take turns ▪ To show how we listen to our teachers ▪ To identify what polite and kind words look like when using technology online.	▪ To know we have the freedom to choose for both boys and girls ▪ To identify what makes us unique. ▪ To learn how to deal with bullying if it happens to us. ▪ To know that girls and boys have the freedom to choose what they like/don't like	▪ To know what to do if you are hurt physically or feelings are hurt. ▪ To know how to respond to prompts and pop-ups online to stay safe. ▪ To learn how to keep safe near roads.	▪ To respect others' personal space by having our own space in class to sit, in the line and moving through school (Edisford Walking). ▪ To learn how to say sorry to others and learn from mistakes. ▪ To know we have rights and we don't	▪ To eat a rainbow of healthy food ▪ To learn how to be comfortable in our own skin and how to express ourselves freely, identifying good role models, both male and female.. ▪ To be hygienic by flushing the toilet and washing our hands properly.	▪ To know that my body belongs to me/name body parts using correct terms for genitalia ▪ To identify how my body will change as I grow (taller etc...). ▪ To identify where babies come from. ▪ To know it's okay to say no

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				take them away from others		▪ To identify that we have private parts of our body (Pantosaurus) ▪ To identify safe and unsafe touches (Pantosaurus song)
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Year 2	▪ To identify special people to us and how they help us. ▪ To learn how to treat our class mates. ▪ To be able to greet others: how are you feeling today? ▪ To explain the difference between an accidental and a deliberate mean action or message online.	▪ To express our feelings about different things. ▪ To respect others' choices ▪ To identify positive qualities in male and female role models. ▪ To identify good manners.	▪ To know who to tell if you are worried about something. ▪ To learn the difference between social conflict and bullying. ▪ To keep safe near water.	▪ To know we have the right to personal space (Pringles Tube) ▪ Caring for our environment. ▪ To learn the value of money and that it is important to check how much you can afford.	▪ To know the importance of brushing my teeth ▪ To identify what can my body do? ▪ To learn how to keeping clean, brushing hair, cleaning teeth. ▪ To own our mistakes and learn from them.	▪ To identify what makes a healthy lifestyle (diet, exercise, sleep). ▪ To respect privacy and which secrets shouldn't be kept ▪ To recognise how we have grown and how our body changes.
Year 3	▪ To know how to get help from safe adults. ▪ To identify the components of a loving relationship and both safe and unsafe adults. ▪ To show care and concern for others. ▪ To know the differences between	▪ To respect others' backgrounds, choices, beliefs and celebrate our differences. ▪ To challenge stereotypes by identifying men and women who succeed in different jobs. ▪ Speak kindly to others (toothpaste story).	▪ To learn basic first aid to deal with an injury. ▪ To keep safe near rail, road and water. ▪ To identify healthy and unhealthy risks including online. ▪ To learn to say no assertively.	▪ To learn the Edisford Code of Conduct by heart – right to learn, right to be respected, right to be safe. ▪ To volunteer help for others and how helping others raises our self-esteem and self-respect. ▪ To learn how to spend money wisely and why	▪ To have a can-do attitude. ▪ To be independent and do things for ourselves. ▪ To identify things we are good at and things we need to work on (Dojo points).	▪ To identify life cycles of different animals. ▪ To identify how our bodies change as we grow and that boys and girls are different. ▪ To learn what consent is (saying yes or no) and that our body belongs to us.

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	natural conflict and bullying. ▪ To learn how sending mean messages or playing tricks in games can hurt others.			saving money is important.		
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Year 4	▪ To work together with class mates to solve a problem. ▪ To know how to make the right choice inside and outside. ▪ Unsafe adults and safe adults online and offline and how to block and report unkind behaviour or messages reaching them.	▪ To respect others' right to be different to us and respect their human rights, showing tolerance. ▪ To identify how male and female historical figures have used positive character traits to overcome challenges. ▪ To identify the difference between friends or acquaintances – what is the difference?	▪ To think before you click! Online risks, including artificial intelligence (AI). ▪ To identify dangers, risks and hazards and what to do if in danger or at risk. ▪ To know the law and social media – what age can I represent myself online? ▪ Know what to do if we are lost.	▪ To exercise democracy and know we have an equal vote. ▪ To revise our three rights and how they represent our school's distinctive spirit. ▪ How are laws made in Britain? ▪ Two sides to every story – The Maligned Wolf story.	▪ To learn about being okay and not being okay and the difference between them. ▪ To persevere with hard challenges even if you experience failure (Endeavours). ▪ To identify different jobs and the kind of person you'd like to become (You Choose book).	**Sex Education – Consent requested** ▪ To learn how humans reproduce. ▪ To identify what menstruation is and that it happens approximately every month for females. ▪ To identify the changes that occur during puberty. ▪ To revise the names for parts of the body including genitalia, safe, unsafe touches, consent and my body/your body.
Year 5	▪ To identify healthy and unhealthy relationships. ▪ To learn how to act appropriately for our	▪ To know that our families all look different and that's okay. ▪ To understand the pressures of being a	▪ To learn wider first aid skills such as resuscitation. ▪ To identify the different types of bullying are there and	▪ To understand that Britain is a democracy and we have British values (Ambassador Elections).	▪ To learn how to use a budget and not overspend. ▪ To identify ways we can stay fit and healthy by choosing	**Sex Education – Consent requested** ▪ To identify human reproductive processes and plant reproduction.

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	age and the term antisocial behaviour. ▪ To identify the role of a bystander in an online or offline bullying situation and how to safely become an upstander.	girl and a boy and how to deal with them, identifying gender stereotypes. ▪ To identify how we are the same but different – no one is quite like us.	how we deal with them? ▪ To identify the harms of vaping or smoking and to know we have a choice.	▪ To know the age we can vote (18years) and that women didn't always have the vote until 1928. ▪ To know the names of some Prime Ministers/famous leaders and how leaders can be both male and female.	healthy food and exercising. ▪ To learn techniques to stay calm and manage our feelings (breathing, exercise)	▪ To identify sanitary products and how are they used. ▪ To identify how girls' bodies and boys' bodies change when they go through puberty. ▪ To learn what consent means – saying no means no.
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Year 6	▪ To identify peer pressure and how to deal with it. ▪ To resolve conflict and repair relationships. ▪ To identify how people can be anonymous online and	▪ To identify what makes a positive role model, focusing on respect, equality and achievement rather than popularity. ▪ To learn that it is okay to think and feel differently.	▪ To identify risky behaviour and safe behaviour. ▪ To know how to check if someone is breathing, how to perform CPR and other first aid.	▪ To learn the terms sexism, homophobia, misogyny, misandry and stereotypes and their effects and harms. ▪ To know how British law affects us and the age of criminal responsibility.	▪ To care for our mental health, nurturing a growth mindset. ▪ To identify what hobbies are and how they help raise our self-esteem. ▪ To perform onstage confidently in a live	**Sex Education – Consent requested** ▪ To identify how babies/human offspring conceived. ▪ To learn that our bodies change physically and functionally during puberty.

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	how it can alter their usual offline behaviour.	▪ To identify extremes of opinion that might be harmful e.g. extremism	▪ To recognise harmful language online and offline.	▪ To know what an MP is (member of Parliament elected by the constituency) and that they represent us.	production to a large audience.	▪ Learn what is meant by the terms gender and sexuality. ▪ Understanding that sending nude videos or pictures is illegal without consent and damages our reputation (even if it is AI generated).