



St Giles PSHE Curriculum Medium Term Planning 2026/27

Guidance

- Look at the bullet points in the 'students learn...' column for what needs to be covered in each half-termly topic. These don't all need to be individual lessons; any related learning outcomes and points can be merged and grouped together, if needed, to support planning and delivery.
- References refer to the Programmes of Study (PoS) from the PSHE Association. The PoS references are useful for lesson objectives, but some may take more than one lesson and/or can be combined if appropriate and related.
- **Lesson objectives to be written as questions.**
- There are suggested resources and activities to use and refer to as part of planning for each topic area, which may need to be adapted to meet the needs of your class and any learning outcomes. They are not provided in any order of preference, so should be reviewed and considered individually to best meet the learning outcomes provided in an order teachers feel most appropriate for learners. For some resources, you may need to register and download materials; please save these in school shared drives if they are not already saved.
- You may not need or wish to use all of the resources noted in every topic; just review the resources given and select whichever you feel are most appropriate to meet the learning outcomes and needs of your class in a sequential manner. **These resources were last quality assured and reviewed in September 2026 so there will be plenty of up-to-date materials to choose from.**
- **For any 1decision or PSHE Association resources referenced, please access materials via school subscription log in details.**
- If you decide to use any other resources and activities when planning your lessons, please save them in the PSHE resource folder on the server and let the subject leader know in advance to ensure they are suitable. **If you are unsure as to the suitability of any resources, or have any queries or concerns, please speak to the PSHE subject lead in advance of delivery.**

YEAR 1 – Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning
Autumn	Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	Friendships 1. what friendship is and what makes a good friend 2. how people make friends and how to be kind and caring in friendships 3. that friends can argue, and they can also make up 4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument 5. how to ask for help if a friendship is making them feel unhappy Respecting Self and Others 2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things 3. how to respectfully express their likes, dislikes and needs, and listen to other people 4. ways to show politeness and respect 5. how to play cooperatively; what they can do if they feel upset or angry with someone 6. how to share, take turns and include others 7. about kind and unkind behaviour; that someone's actions and words can be hurtful 8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying 9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so Safe Relationships: Consent, Boundaries and Trust 1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully Personal Safety and First Aid 1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations	Updated August 2026 <u>Ground rules, rule! – KS1</u> https://pshe-association.org.uk/lesson-plans/ground-rules L1: Ground rules, rule! <u>Learning and playing together – KS1</u> https://pshe-association.org.uk/lesson-plans/learning-and-playing-together L1: Learning and playing together <u>Friendship and bullying – KS1</u> https://pshe-association.org.uk/lesson-plans/friendship-and-bullying L1: Let's be friends L2: Let's make up L3: Let's be kind <u>Consent – KS1</u> https://pshe-association.org.uk/lesson-plans/consent-ks1-5 L1: Asking for permission <u>1 decision (5-8) - Relationships 5 – 8 (Friendship)</u> <u>First Level - RSHP (free access online) Friends and friendship</u> Part 1 – My Friends/Being a Friend Part 2: Kindness and Empathy Part 3: When friends fall out
	Mental health and wellbeing	Mental health and wellbeing	Updated August 2026 <u>1 decision (5-8)-Feelings and emotions</u>

	This unit supports pupils to notice and name different types of feelings and thoughts and learn simple self regulation strategies to manage them.	(1) how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly (2) that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well (3) that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses (4) about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) (5) simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies (8) who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	• <u>What I Know Now</u> • <u>Jealousy</u> • <u>Worry</u> NHS School Zone: Emotions KS1 Lesson Plan https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/emotions/emotions-ks1-lesson-plan/ https://www.childline.org.uk/toolbox/calm-zone/ <u>Foundations for Wellbeing – Y1</u> https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting <u>If you still have access on your school server to the lessons below, they can also be referenced/used (no longer available on PSHE Association website)</u> <i><u>PSHE Association</u> – Mental health and wellbeing lessons (KS1)</i> <i>Lesson 1 – We all have feelings</i> <i><u>PSHE Association</u> – Mental Health and Wellbeing (KS1) Lesson 2 – Good and not so good feelings</i>
Spring	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members	Families (1) what a family is and who is in our family (2) that there are different types of family, and that everyone's family is unique and special (3) how families show love and care, and different ways they can spend time together and share each other's lives (4) what to do if anything about family life is upsetting or concerning	Updated September 2026 <u>1decision 'Simply RSHE' Short Lesson</u> Families & People Who Care For Me – Year 1 <u>PSHE Association</u>

	can show care and love for each other.	Respecting Self and Others (1) what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging (2) that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things (6) how to share, take turns and include others (7) about kind and unkind behaviour; that someone's actions and words can be hurtful	https://pshe-association.org.uk/lesson-plans/personal-identity-ks2-lesson-pack Personal identity – KS1 L1: All different, all special <u>PSHE Association</u> https://pshe-association.org.uk/lesson-plans/belonging-and-community Belonging and community – KS1 L1: Sameness and difference <u>PSHE Association</u> https://pshe-association.org.uk/lesson-plans/families Families – KS1 L1: What makes a family? <u>Oak National Academy (free to register and access) Y1</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/healthy-relationships-whos-in-my-family/lessons L1 - Families are special L2 - Family connections L3 – Different types of families https://rshp.scot/first-level/#similaritydiversityandrespect (access free online) Similarity, diversity and respect Part 1 – I am unique Part 2 – We are similar and different https://rshp.scot/first-level/#myfamily (access free online) My Family/All our Families are Different
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	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Keeping Healthy and Well (1) people who help us stay healthy and who can help if feeling unwell or hurt Personal Safety and First Aid (1) what rules are, some basic safety rules and how different rules can help to keep people safe in different situations (2) how to recognise potentially harmful or hazardous situations in everyday life, including at home (6) about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency Drug Education (1) that medicines can help people to stay healthy or feel better if they are unwell (2) that some things that go into or onto bodies can be harmful and how we might know if something is harmful (3) to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	Updated September 2026 <u>PSHE Association</u> https://pshe-association.org.uk/lesson-plans/keeping-safe-at-home-lessons <u>Keeping safe at home – KS1</u> L1: Keeping safe at home <u>PSHE Association</u> https://pshe-association.org.uk/lesson-plans/drug-education <u>Drug education – KS1</u> L1: Keeping safe L2: Keeping healthy L3: Medicines and household products <u>Oak National Academy (free to register and access) Y1</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/staying-safe-and-healthy-how-can-i-look-after-my-body/lessons L1 - Dangers in the home <u>1decision Keeping/Staying Safe 5-8</u> • Leaning out of Windows • Tying Shoelaces
Summer	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Keeping Healthy and Well (1) people who help us stay healthy and who can help if feeling unwell or hurt (2) how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health (3) how to keep safe and well in the sun and protect skin from sun damage (4) why sleep is important; bedtime routines and ways to rest and relax (5) simple hygiene routines that can stop germs from spreading (6) who to talk to if they are worried about their health	Updated September 2026 <u>PSHE Association</u> Food for thought – KS1 https://pshe-association.org.uk/lesson-plans/food-for-thought L1: Keeping healthy with food and drink <u>PSHE Association</u> The sleep factor – KS1

		Physical Activity and Nutrition (1) what being healthy means and how physical activity helps people to stay healthy (2) ways to be physically active every day (3) that there are different types of food and drink, with different tastes and textures, and people enjoy different foods (4) that people often share food together, e.g. during mealtimes or special occasions (5) that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk (6) that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink (7) when and how children can make choices about what they eat and drink and who can help them make healthier choices Online Life and Safety (7) how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	https://pshe-association.org.uk/lesson-plans/sleep-factor L1: Ready for sleep <u>PSHE Association</u> Dental health – KS1 https://pshe-association.org.uk/lesson-plans/dental-health L1: Looking after our teeth <u>PSHE Association</u> Sun safety (KS1) https://pshe-association.org.uk/lesson-plans/sun-safety-lesson-packs <u>1decision</u> <u>Keeping Healthy 5-8</u> • Washing Hands • Healthy Eating <u>Oak National Academy (free to register and access) Y1</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/physical-health-how-can-i-look-after-my-body/lessons L1 - Why exercise is important L2 - Sleep is important L3 - My body is important L4 - Having a healthy week
	Showing kindness to ourselves and others This unit revisits learning about feelings and explores the importance of kindness.	Respecting Self and Others (7) about kind and unkind behaviour; that someone's actions and words can be hurtful Mental Health and Wellbeing (1) how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly (3) that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses	Updated September 2026 <u>DHSC: Every mind matters – KS1 (register for free)</u> L2: Kindness https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/kindness/kindness-ks1-lesson-plan/ <u>Croydon Council: Wellbeing way – KS1</u>

		(4) about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) (8) who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	https://pshe-association.org.uk/lesson-plans/wellbeing-way L1: 5 a day <u>Oak National Academy (free to register and access) Y1</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/emotions-how-do-i-feel-today/lessons L1 - Our emotions L2 - Describing our feelings L3 - Knowing how I feel L4 - Managing our feelings
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YEAR 2 – Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning
Autumn	Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Mental Health and Wellbeing (1) how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly (2) that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well (3) that someone’s feelings can affect how they behave; ways to manage strong feelings, reactions and responses (4) about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) (5) simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies (6) about different kinds of change and loss (including death); how change and loss can affect people and who can help (8) who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	Updated August 2026 <u>1 decision (5-8)-Feelings and emotions</u> • Anger • Grief PSHE Association: Change, loss and grief. KS1 https://pshe-association.org.uk/lesson-plans/change-loss-grief Child Bereavement UK (KS1 lessons) https://www.childbereavementuk.org/pshe-lessons Self-care – KS1 lesson plan https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/self-care-lesson-plans/self-care-ks1-lesson-plan/ Foundations for Wellbeing – Y2 https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses <u>If you still have access on your school server to the lessons below, they can also be referenced/used (no longer available on PSHE Association website)</u> <u>PSHE Association – Mental Health and Wellbeing (KS1) Lesson 3 – Big Feelings</u>

			<i>PSHE Association – Mental Health and Wellbeing (KS1) Lesson 4 – Change & Loss</i>
	Keeping safe online This unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online, including the importance of not sharing personal information.	Safe Relationships: Consent, Boundaries and Trust (4) basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe (5) what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult (6) to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know (7) about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe (8) what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard Online Life and Safety (1) different ways people use the internet in everyday life (2) that not everything on the internet is true or real (3) how the internet and digital devices can be used to safely and respectfully communicate with others (4) that it is important to be kind online; that people's feelings can be hurt by unkindness online (5) that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true (6) basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people (7) how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices (8) some benefits and risks of watching videos or playing games online (9) how to tell a trusted adult if they have worries about something online	Updated Aug 2026 CEOP: Jessie and Friends – KS1 https://pshe-association.org.uk/lesson-plans/nca-ceop-jessie-and-friends L1: Watching videos L2: Sharing pictures L3: Playing games <u>1decision Computer Safety 5 – 8</u> • What I Know Now • Online Bullying • Image Sharing • Computer Safety BBC Teach Online Safety Primary online safety for teachers Project Evolve ProjectEVOLVE - Education for a Connected World Resources (need to register for free access to resources) BBFC: Watch out! – KS1 https://pshe-association.org.uk/lesson-plans/bbfc-watch-out-ks1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe
Spring	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils	Families (3) how families show love and care, and different ways they can spend time together and share each other's lives	Updated September 2026 PSHE Association

	are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	(4) what to do if anything about family life is upsetting or concerning Safe Relationships: Consent, Boundaries and Trust (1) when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully (2) that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC (3) that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) (4) basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe (5) what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult (7) about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe (8) what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard Changing and Growing Up (1) about growing and changing from young to old and how people's needs change	https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2 <u>Medway: Changing and growing up</u> – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – ages 5-7 https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants# L1: PANTS power L2: More PANTS power <u>1 decision - (5-8)-Relationships -Touch</u>
	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Economic Wellbeing (1) what money is, how people get money, and what it is used for (2) that money needs to be looked after; different ways of doing this, including keeping money in an account (3) different ways of paying for things (4) that money can be saved or spent; that people make different choices about saving and spending money (5) the difference between needs and wants; that people may not always be able to have the things they want Careers Education: Aspirations, Learning and Work	Updated September 2026 PSHE Association <u>The Careers and Enterprise Company: Careers explorers</u> – KS1 https://pshe-association.org.uk/lesson-plans/career-explorers L1: Strengths and interests L2: Different jobs PSHE Association <u>Money and wellbeing</u> – KS1 https://pshe-association.org.uk/lesson-plans/money-and-wellbeing

		(1) that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of (2) that people can earn money to pay for things by having a job (3) different jobs that people do, including roles and responsibilities people have in their community (4) some of the strengths and interests someone might need to do different jobs	L1: What is money? L2: Money choices <u>1decision Our World 5-8 Working in Our World</u> Young Citizens (register for free access) Money – Wants & Needs (KS1) https://www.youngcitizens.org/resource/money-wants-and-needs/
Summer	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an emergency is and how to get help from an adult or call 999 themselves if they need to.	Keeping Healthy and Well (1) people who help us stay healthy and who can help if feeling unwell or hurt Personal Safety and First Aid (1) what rules are, some basic safety rules and how different rules can help to keep people safe in different situations (2) how to recognise potentially harmful or hazardous situations in everyday life, including at home (3) ways to keep safe when out and about, e.g. near railways, on the street and in busy places (4) how to cross the road safely with adult support (5) how to keep safe around water, using the water safety code (6) about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency (7) how to dial 999 in an emergency (including from a locked mobile phone), and what to say Careers Education: Aspirations, Learning and Work (3) different jobs that people do, including roles and responsibilities people have in their community (4) some of the strengths and interests someone might need to do different jobs	Updated September 2026 1 decision (5-8) -Keeping/Staying Safe 5-8 Road Safety <u>1decision 'Simply RSHE' Short Lesson</u> Personal Safety – Year 2 PSHE Association https://pshe-association.org.uk/lesson-plans/road-rail-safety Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways PSHE Association https://pshe-association.org.uk/lesson-plans/getting-help-in-an-emergency Getting help in an emergency (KS1) <u>THINK! Road safety teaching resources (age 3 – 6)</u> https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=3-to-6 <u>Switched On Rail Safety Programme (age 3 – 6)</u> Switched On Travels with Suzi https://switchedonrailsafety.co.uk/3-6-years/

	Looking back and moving on Use this unit to consolidate learning and address any gaps from previous units for this year group – this could include an extended project rehearsing skills and extending knowledge from previous units on feelings and emotions. It is also an opportunity to celebrate pupils’ achievements and prepare them for the transition to key stage 2.	Mental Health and Wellbeing (1) how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly (5) simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies (6) about different kinds of change and loss (including death); how change and loss can affect people and who can help (7) about preparing to move to a new class or year group and how to manage feelings during times of change (8) who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	<u>Oak National Academy (free to register and access) Y2</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/emotions-what-helps-me-to-be-happy/lessons L1 - Our emotions toolkit: different feelings L2 - Things that affect how we feel L3 - Managing a range of emotions L4 - Managing change <u>1 decision - (5-8)-Relationships - Body Language</u> <u>PSHE Association</u> Embracing change and new challenges – KS1 https://pshe-association.org.uk/lesson-plans/embracing-change L1: Moving to a new class
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YEAR 3 – Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning
Autumn	Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	Friendships (6) about the importance of friendships; that positive friendships support wellbeing (7) what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate (8) how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) (9) that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences (10) that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded (11) strategies for recognising and managing peer influence and the desire for peer approval in friendships (12) about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others (13) that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships (14) how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary Mental Health and Wellbeing (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Updated August 2026 <u>University of Greenwich: Our Class – KS2</u> https://mypad.northampton.ac.uk/ourclassfriendships/the-resources/ L1: Ground rules and meeting 'Our Class' L2: Friendships change L3: When should you keep a secret and what makes a good friendship L4: Making new friendships L5: Recognising healthy and unhealthy friendships <u>Every Mind Matters - Kindness (KS2)</u> https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/kindness/kindness-ks2-lesson-plan/

	Mental health and wellbeing Building on year 2, this unit develops pupils' bank of self-regulation strategies and provides opportunities to apply them in new contexts, such as managing worries.	Mental Health and Wellbeing (9) the importance of taking care of mental health and wellbeing, as well as physical health (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (12) how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	Updated August 2026 <u>1decision 'Simply RSHE' Short Lesson</u> General Wellbeing – Year 3 <u>British Red Cross</u> https://www.redcross.org.uk/get-involved/teaching-resources/wellbeing-activities-being-kind-to-yourself • Being kind to yourself • Connecting well <u>Foundations for Wellbeing – Y3</u> https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses <u>Anna Freud Mentally Healthy Schools -</u> Mental health symptoms sorting activity https://www.mentallyhealthyschools.org.uk/resources/mental-health-symptoms-sorting-activity/ <u>If you still have access on your school server to the lessons below, they can also be referenced/used (no longer available on PSHE Association website)</u> <u>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) Lesson 1 – Everyday Feelings & Lesson 2 – Expressing Feelings</u>
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Spring	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, dental health, and regular physical activity.	Keeping Healthy and Well (7) how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health (11) the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health Physical Activity and Nutrition (8) what good physical health means; the characteristics of a balanced, healthy lifestyle (9) the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines (10) about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain (11) the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing (12) about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods (13) how to develop healthier eating and drinking habits and how to manage influences on their choices (14) some benefits of preparing meals at home; how to plan and prepare healthy meals (15) how and when to speak to adults (including in school) if they are worried about their health Online Life and Safety (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	Updated September 2026 <u>1decision</u> <u>Keeping Healthy 5-8 Brushing Teeth</u> <u>1decision 'Simply RSHE' Short Lessons</u> - Physical Health & Fitness – Year 3 - Healthy Eating – Year 3 <u>Oak National Academy (free to register and access) Y3</u> <u>Physical health: How can I get active and eat well every day?</u> L1 – Keeping our bodies strong L2 - Making an activity plan L3 - Choosing food carefully L4 - A healthy week <u>PSHE Association</u> Food for thought – KS2 https://pshe-association.org.uk/lesson-plans/food-for-thought L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! <u>PSHE Association</u> Dental health – KS2 https://pshe-association.org.uk/lesson-plans/dental-health L1: Exploring dental health <u>PSHE Association</u> https://pshe-association.org.uk/lesson-plans/physical-activity Physical activity – KS2
	Making choices online This unit explores how to protect	Online Life and Safety	Updated August 2026 <u>1decision Computer Safety 5 – 8</u>

	information online and make informed choices about online content, including understanding age ratings.	(10) about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online (11) about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent (12) how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see (15) reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (21) where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online (25) strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online (27) the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet (28) how to decide what is appropriate to share online and what should not be shared (29) the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	• Making Friends Online <u>1decision 'Simply RSHE' Short Lessons Y3</u> • Online Safety & Awareness Y3 • Wellbeing Online Y3 BBC Teach Online Safety Primary online safety for teachers PSHE Association NCSC CyberSprinters – KS2 https://pshe-association.org.uk/lesson-plans/cyberchoices L1: Creating & managing passwords L2: Protecting your devices PSHE Association/ BBFC: Let's watch a film – KS2 https://pshe-association.org.uk/lesson-plans/bbfc-making-choices-watching-films L1: What can we watch? L2: Can we choose what to watch? Project Evolve ProjectEVOLVE - Education for a Connected World Resources <u>(need to register for free access to resources)</u>
Summer	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun and around railways and water.	Friendships (11) strategies for recognising and managing peer influence and the desire for peer approval in friendships Keeping Healthy and Well (8) about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves (11) the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health Personal Safety and First Aid (8) about the role of rules and laws in keeping people safe	Updated September 2026 <u>1 decision(8-11) Keeping Safe 8 – 11</u> • Water Safety PSHE Association Keeping safe: Sun safety – KS2 https://pshe-association.org.uk/lesson-plans/sun-safety-lesson-packs L1: Managing risk in the sun

		(10) how to predict, assess and manage risk in different situations (11) strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) (13) when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	<u>PSHE Association</u> Road and rail safety – KS2 https://pshe-association.org.uk/lesson-plans/road-rail-safety L4: Risks and keeping safe <u>PSHE Association</u> <u>Environment agency: Water safety – KS2</u> L1: Canals and rivers L2: Flood alert! <u>Switched On Rail Safety Programme (age 7 – 11)</u> Switched On for Every Journey https://switchedonrailsafety.co.uk/7-11-years/
	Right & responsibilities (British Values) This unit explores rights and responsibilities, values, acceptance and mutual respect and understanding in our world.	N/A- this additional unit replaces the PSHE Association’s ‘Looking out for each other’ First Aid unit as statutory Basic First Aid provision is provided for by St John’s Ambulance in-school delivery for all KS2 classes in summer term.	Updated September 2026 <u>1 decision (5 - 8) – A World without Judgement 5 - 8</u> • What I Know Now • Democracy • Individual Liberty • Rule of Law • Tolerance • What I’ve Learnt Browse Resources - Young Citizens (register, free to download) Understanding Rules & The Law, KS2 • Rights & responsibilities • Children’s Rights Opportunity to also reinforce the UN Rights of the Child

YEAR 4 – Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning (See PSHE Folder on the school server) <i>Mental Health resources in BOLD need to be covered in Spring Term.</i>
Autumn	Mental health and wellbeing Building on year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that support wellbeing.	Mental Health and Wellbeing (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (13) how to direct attention and manage distractions to support mental health and wellbeing (14) self-regulation strategies and how to use them (19) about change, loss and grief, including bereavement; how these can affect people and how to seek support if needed (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	Updated August 2026 PSHE Association: Change, loss and grief. KS2 (Y3/4) https://pshe-association.org.uk/lesson-plans/change-loss-grief Child Bereavement UK (KS2 lessons) https://www.childbereavementuk.org/pshe-lessons Self-care – KS2 lesson plan https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/self-care-lesson-plans/self-care-ks2-lesson-plan/ <u>1decision (8 – 11) Feelings & Emotions 8 – 11</u> - What I know Now - Jealousy <u>1decision 'Simply RSHE' Short Lesson</u> General Wellbeing – Year 4 Foundations for Wellbeing – Y4 https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm
	Exploring ways to manage risk This unit explores assessing and	Friendships	Updated August 2026 PSHE Association

	managing risk in different contexts and the role of peer influence in personal safety.	(11) strategies for recognising and managing peer influence and the desire for peer approval in friendships Personal Safety and First Aid (8) about the role of rules and laws in keeping people safe (9) about hazards that may cause harm or injury in the home and what they can do to reduce risks and keep themselves safe (10) how to predict, assess and manage risk in different situations (11) strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) Drug Education (4) the facts, risks and effects of legal drug products common to everyday life, e.g. caffeine and energy drinks (5) how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma (6) to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (7) what can influence people to use or not use drugs, e.g. media messages, peer influence (8) that there are organisations that can support people to stop using alcohol, nicotine or other drugs; how to ask for help if they have concerns about drug use by someone close to them or if they have a concern about their own drug use or use by a friend or peer	<u>Firework safety</u> – KS2 https://pshe-association.org.uk/lesson-plans/firework-safety L1: Firework safety <u>PSHE Association</u> <u>Keeping safe at home</u> – KS2 https://pshe-association.org.uk/lesson-plans/keeping-safe-at-home-lessons L1: Keeping safe at home <u>PSHE Association</u> <u>Road and rail safety</u> – KS2 https://pshe-association.org.uk/lesson-plans/road-rail-safety L3: Independently crossing the road <u>PSHE Association</u> <u>Exploring risk in relation to gambling</u> – KS2 https://pshe-association.org.uk/lesson-plans/exploring-risk-in-gambling L1: Exploring risk <u>PSHE Association</u> <u>Drug education</u> – Y3-4 https://pshe-association.org.uk/lesson-plans/drug-education L1: Medicines and household products L2: Smoking, vaping <u>1 decision (8-11) Keeping Safe 8 - 11</u> • Peer Pressure • Smoking • Cycle Safety
Spring	Forming respectful relationships This unit supports pupils to respond	Friendships (6) about the importance of friendships; that positive friendships support wellbeing	Updated September 2026 <u>PSHE Association</u>

	appropriately to conflicts and bullying and to understand the importance of respect.	(7) what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate (8) how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) (10) that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded (13) that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships (14) how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary Respecting Self and Others (11) about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect (12) how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own (14) ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise (15) how to respond to situations where they experience disappointment or frustration with others (16) about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others Mental Health and Wellbeing (11) about everyday behaviours that help maintain wellbeing Online Life and Safety	<u>Personal identity – KS2</u> L1: Personal identity <u>PSHE Association</u> <u>Friendship and bullying – Y3-4</u> L1: Valuing friendships L2: Friendship challenges L3: What is bullying <u>PSHE Association</u> <u>Belonging and community – Y3-4</u> L2: Belonging to a community <u>Oak National Academy (free to register and access) Y3</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-are-friendships-ever-perfect/lessons L1 - How to be a good friend L2 – Disagreeing with friends L3 – Healthy boundaries with friends L4 – Making up after arguments <u>Oak National Academy (free to register and access) Y4</u> Power in relationships: What does a healthy relationship feel like? KS2 Y4 RSHE (PSHE) Lesson Resources Oak National Academy L1 – Healthy friendships <u>Second Level - RSHP</u> (free to download) <u>Friends & Friendship</u> • What is a friend • Making & Keeping Friends
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		(23) how and where to report concerns online, including bullying, abuse, harmful content, inappropriate contact or communication Careers Education: Aspirations, Learning and Work (5) to recognise their achievements and personal strengths; how to set targets to help achieve their goals	
	Money matters and news literacy This unit explores how attitudes and influences impact decisions about money and encourages critical engagement with news and its emotional impact.	Mental Health and Wellbeing (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (16) how to manage emotional responses to events outside of their control Online Life and Safety (10) about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online (13) how to recognise that online information may be incorrect, misleading or fake; ways to assess whether information online is accurate and trustworthy (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (21) where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online (24) how to recognise online scams and how to get help if they are concerned about something online (29) the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online Economic Wellbeing (6) that people have different attitudes towards saving and spending money (7) what influences people's decisions about saving and spending money (10) different ways to keep track of money (11) advantages and disadvantages of different ways of paying for things	Updated September 2026 <u>PSHE Association</u> <u>Money and wellbeing KS2 – Y4</u> https://pshe-association.org.uk/lesson-plans/money-and-wellbeing L1: How money is used L2: Making decisions about money <u>Natwest Thrive (register for free access)</u> Making money choices (7 – 11) https://natwestthrive.com/learning-plans/making-money-choices • Money and feelings • Managing money worries • Tracking money <u>PSHE Association/Guardian Foundation:</u> NewsWise – ages 7-9 https://pshe-association.org.uk/lesson-plans/newswise-news-literacy-project L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news

Summer	Safe connections This unit supports pupils to stay safe and manage risks when socialising online and introduces cybercrime awareness. Introduction to Puberty <u>Time to change (x 1 lesson)</u> This lesson introduces the concept of puberty and explores some external changes that happen to the body, as well as supporting pupils to identify and label key body parts.	Friendships (7) what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate (11) strategies for recognising and managing peer influence and the desire for peer approval in friendships (14) how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary Safe Relationships: Consent, Boundaries and Trust (14) how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that (19) how to identify trusted adults, and other sources of support and advice, in different contexts Mental Health and Wellbeing (12) how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses Personal Safety and First Aid (8) about the role of rules and laws in keeping people safe Online Life and Safety (10) about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online (11) about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent (12) how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see (15) reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	Updated September 2026 CEOP: Play, like, share https://pshe-association.org.uk/lesson-plans/nca-ceop-play-like-share L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! CEOP: Connect – Y5-6 https://pshe-association.org.uk/lesson-plans/nca-ceop-education-connect L1: Respectful relationships L2: Socialising online City of London Police: Cyber Detectives – Y5-6 https://pshe-association.org.uk/lesson-plans/cyber-detectives L1: What is online fraud? L2: Where can online fraud occur? <u>1decision 'Simply RSHE' Short Lesson</u> - Wellbeing Online – Year 4 - Online Safety and Awareness - Year 4 Project Evolve ProjectEVOLVE - Education for a Connected World Resources (need to register for free access to resources) BBC Teach Online Safety Primary online safety for teachers Introduction to Puberty PSHE Association Changing and growing up
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		(16) about benefits and risks of being online; how the internet and digital devices can affect mood, feelings and wellbeing (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (19) how online experiences can affect mental wellbeing; where and how to get support if online experiences make them feel worried, anxious or upset (2) how to assess and manage risks associated with online use, and how to seek help if they have concerns about online content or contact Changing and growing up (2) the external genitalia and internal reproductive organs in males and females (3) the emotional and physical changes that occur during puberty in both males and females	Lesson plans and resources for Year 4-5 (deliver Lesson 1 ONLY) Lesson 1: Changing bodies https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2
	Families and growing together This unit supports understanding of diverse family structures and how families can change.	Families (5) how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected (6) that families should provide love, care, protection, and safety for children as they grow up (7) that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships (8) that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these (9) what to do and who to talk to if someone is worried about their family or feels unsafe	Updated September 2026 <u>1decision 'Simply RSHE' Short Lesson</u> Families & People Who Care For Me – Year 4 <u>PSHE Association</u> <u>Families – KS2</u> https://pshe-association.org.uk/lesson-plans/families L1: Family relationships L2: Diverse families L3: Family changes <u>PSHE Association</u> <u>Committed relationships and family life – KS2</u> https://pshe-association.org.uk/lesson-plans/committed-relationships-family-life L1: Marriage and partnership <u>Oak National Academy (free to register and access) Y4</u> <u>Healthy relationships: Do all families look the same?</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-do-all-families-look-the-same/lessons

			L1 - Celebrating difference in our community L2 - Family changes Browse Resources - Young Citizens (free to register and download) • Diversity and Inclusion, KS2 – Family Life https://www.youngcitizens.org/resource/family-life1/ • Understanding Rules & The Law, KS2 – Relationships & the Law https://www.youngcitizens.org/resource/relationships-and-the-law/
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YEAR 5 - Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning (See PSHE Folder on the school server) <i>Mental Health resources in BOLD need to be covered in Spring Term.</i>
Autumn	Friendships, stereotypes and bullying This unit explores respectful relationships and responses to bullying. Pupils learn to recognise and challenge stereotypes and prejudiced or extreme views.	Friendships (8) how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) (9) that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences (10) that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded (11) strategies for recognising and managing peer influence and the desire for peer approval in friendships (13) that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships (14) how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary Respecting Self and Others (10) the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others (11) about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect (12) how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own (13) how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling	Updated August 2026 Anna Freud Centre Healthy relationships: a toolkit to support primary-aged pupils Anna Freud <u>1decision (8 – 11) A world without judgement 8 – 11</u> • Breaking Down Barriers • Inclusion & Acceptance <u>PSHE Association: Friendship & bullying (Y5/6)</u> https://pshe-association.org.uk/lesson-plans/friendship-and-bullying L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact <u>Belonging and community</u> https://pshe-association.org.uk/belonging-and-community L3: Challenging stereotypes L4: Addressing extremism

		(14) ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise (15) how to respond to situations where they experience disappointment or frustration with others (16) about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others (17) what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes (18) about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help Safe Relationships: Consent, Boundaries and Trust (14) how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that Online Life and Safety (23) how and where to report concerns online, including bullying, abuse, harmful content, inappropriate contact or communication (24) how to recognise online scams and how to get help if they are concerned about something online	
	Mental health and wellbeing This unit builds on prior learning by exploring how self-regulation strategies can shift habitual thoughts and emotions and support wellbeing.	Mental Health and Wellbeing (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (12) how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses (13) how to direct attention and manage distractions to support mental health and wellbeing (14) self-regulation strategies and how to use them (15) that when someone practises self-regulation strategies, over time their brain will help them use them automatically and effectively (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Updated August 2026 <u>Anna Freud Centre</u> https://www.annafreud.org/resources/schools-and-colleges/talking-mental-health-animation-and-teacher-toolkit/ <u>1decision Feelings and Emotions 8-11</u> Anger <u>1decision 'Simply RSHE' Short Lesson</u> General Wellbeing – Year 5 <u>Every Mind Matters: Emotions (KS2)</u> https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/emotions/

		(18) if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing, this can be a sign of a mental health difficulty (20) about preparing for the opportunities and challenges of moving to a new class or school (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	<u>Foundations for Wellbeing – Y5</u> https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry <u>If you still have access on your school server to the lessons below, they can also be referenced/used (no longer available on PSHE Association website)</u> <u>PSHE Association Mental Health and wellbeing lesson (KS2 Y5-6)</u> Lesson 1 – Mental Health and keeping Well
Spring	Positively engaging with our world This unit examines healthy engagement with news and the emotional and wellbeing impacts of climate change.	Respecting Self and Others (10) the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others (12) how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own Mental Health and Wellbeing (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (11) about everyday behaviours that help maintain wellbeing (12) how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses (16) how to manage emotional responses to events outside of their control (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school Online Life and Safety	Updated September 2026 <u>PSHE Association</u> <u>Guardian Foundation:</u> NewsWise KS2 – ages 9-11 https://pshe-association.org.uk/lesson-plans/newswise-news-literacy-project L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted <u>PSHE Association/UCL</u> <u>Climate change - empathy and agency – KS2</u> L1: Connecting with nature L2: Everyday actions L3: Doing it together

		(10) about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online (12) how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see (13) how to recognise that online information may be incorrect, misleading or fake; ways to assess whether information online is accurate and trustworthy (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (21) where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online (28) how to decide what is appropriate to share online and what should not be shared	
	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to ask for, give, or refuse permission respectfully.	Friendships (14) how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary Safe Relationships: Consent, Boundaries and Trust (9) the difference between public and private; why something might be private, and when children and adults have a right to privacy (10) about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults (11) what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries (12) about parts of the body that are private; that other people's bodies belong to them and should be respected (13) how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (14) how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that (15) about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret	Updated September 2026 <u>PSHE Association</u> <u>Consent (KS2)</u> https://pshe-association.org.uk/lesson-plans/consent-ks1-5 L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch <u>NSPCC: Talk PANTS – ages 7 - 9</u> https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants# • Building confidence <u>Oak National Academy (free to register and access) Y6</u> <u>Healthy relationships: How can we have healthy boundaries?</u>

		(16) different ways to respond safely and appropriately to adults who are known or unknown to them (17) that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse (18) that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk	Healthy relationships: How can we have healthy boundaries? KS2 Y6 RSHE (PSHE) Lesson Resources Oak National Academy L2 - Respecting boundaries in friendships L3 - Pressure to change boundaries L4 - Mapping our boundaries Gloucestershire Healthy Living and Learning (GHLL) Understanding consent (free to download) Understanding consent (public access) : Gloucestershire Healthy Living and Learning Second Level - RSHP (free to download) https://rshp.scot/second-level/#consent • Consent Part 1: What is consent? • Consent – Part 2: My Body is Mine
Summer	Me, my body and growing up This unit focuses on physical and emotional changes during puberty and builds confidence in using the Talk PANTS rule to keep safe.	Safe Relationships: Consent, Boundaries and Trust (9) the difference between public and private; why something might be private, and when children and adults have a right to privacy (12) about parts of the body that are private; that other people’s bodies belong to them and should be respected (13) how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (14) how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that (15) about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret (16) different ways to respond safely and appropriately to adults who are known or unknown to them (17) that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse	Updated September 2026 1 decision(8-11) Growing and Changing (Puberty) NB: Use ‘Puberty (Conception Removed) video only. Medway: Changing and growing up – Y4-5 https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2 L1: Changing bodies (repeated lesson from Y4) L2: Menstruation and wet dreams L3: Personal hygiene L4: Privacy L5: Managing emotional changes NSPCC: Talk PANTS – ages 9 – 11

	(18) that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk (19) how to identify trusted adults, and other sources of support and advice, in different contexts Mental Health and Wellbeing (9) the importance of taking care of mental health and wellbeing, as well as physical health (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (11) about everyday behaviours that help maintain wellbeing (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school Changing and Growing Up (2) the external genitalia and internal reproductive organs in males and females (3) the emotional and physical changes that occur during puberty in both males and females (5) the facts about the menstrual cycle and menstrual wellbeing	https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants?modularPage=lesson-plans-in-english How can the PANTS rules help us?
Embedding healthy habits This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise, and goal setting.	Friendships (10) that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded Respecting Self and Others (10) the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others (11) about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect Mental Health and Wellbeing (14) self-regulation strategies and how to use them Keeping Healthy and Well (8) about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves (11) the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health	Updated September 2026 <u>1decision Keeping Healthy 8 – 11 Healthy Living</u> <u>PSHE Association</u> <u>Melanoma Fund: Sunguarding Schools KS2</u> https://pshe-association.org.uk/lesson-plans/sunguarding-schools L1: Sunguarding Schools <u>Oak National Academy (free to register and access) Y4</u> <u>Physical health: What makes a balanced lifestyle?</u> L3 - Keeping my body healthy <u>1decision 'Simply RSHE' Short Lesson Y5</u> Physical Health and Fitness – Year 5 Healthy Eating – Year 5

		Physical Activity and Nutrition (8) what good physical health means; the characteristics of a balanced, healthy lifestyle (9) the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines (10) about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain (15) how and when to speak to adults (including in school) if they are worried about their health Careers Education: Aspirations, Learning and Work (5) to recognise their achievements and personal strengths; how to set targets to help achieve their goals (6) to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy	<u>PSHE Association</u> <u>Sure: Breaking Limits – KS2</u> https://pshe-association.org.uk/sure-breaking-limits L1: Confident mover L2: Team player L3: Goal setter
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YEAR 6 – Medium Term Overview

Term	Topic	PSHE Association Programme of Study References. In this unit of work, students learn...	Quality Assured resources to support planning (See PSHE Folder on the school server) <i>Mental Health resources in BOLD need to be covered in Spring Term.</i>
Autumn	Mental health and wellbeing This unit revisits and builds on prior learning, helping pupils explore wellbeing strategies and in the context of transition to secondary school.	Mental Health and Wellbeing (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (11) about everyday behaviours that help maintain wellbeing (12) how feelings can impact people’s behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses (13) how to direct attention and manage distractions to support mental health and wellbeing (14) self-regulation strategies and how to use them (15) that when someone practises self-regulation strategies, over time their brain will help them use them automatically and effectively (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad (18) if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing, this can be a sign of a mental health difficulty (19) about change, loss and grief, including bereavement; how these can affect people and how to seek support if needed (20) about preparing for the opportunities and challenges of moving to a new class or school (21) when, why, and how to seek help for their own or others’ wellbeing or mental health; who they can speak to at home and in school	Updated August 2026 PSHE Association: Change, loss and grief. KS2 (Y5/6) https://pshe-association.org.uk/lesson-plans/change-loss-grief L3: How do people manage loss and support each other? 1decision Feelings and Emotions 8-11 Anger 1decision ‘Simply RSHE’ Short Lesson General Wellbeing – Year 6 Every Mind Matters: Self-care (KS2) https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/self-care-lesson-plans/self-care-ks2-lesson-plan/ Foundations for Wellbeing – Y6 https://pshe-association.org.uk/lesson-plans/foundations-for-wellbeing L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress
	Managing money and online spending This unit explores economic wellbeing and online financial harms, including	Online Life and Safety (12) how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	Updated August 2026 1decision (8 – 11) The Working World 8-11 In-App Purchases PSHE Association Money and wellbeing – Y6

	targeted advertising and influences on spending.	(15) reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing (16) about benefits and risks of being online; how the internet and digital devices can affect mood, feelings and wellbeing (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (19) how online experiences can affect mental wellbeing; where and how to get support if online experiences make them feel worried, anxious or upset (21) where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online (24) how to recognise online scams and how to get help if they are concerned about something online (25) strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online Economic Wellbeing (6) that people have different attitudes towards saving and spending money (7) what influences people's decisions about saving and spending money (8) how money can affect someone's emotions and wellbeing (9) that what people do with their money can affect others and the environment (11) advantages and disadvantages of different ways of paying for things	https://pshe-association.org.uk/lesson-plans/money-and-wellbeing L1: Money and emotional wellbeing L2: Being a critical consumer Exploring risk in relation to gambling – KS2 https://pshe-association.org.uk/lesson-plans/exploring-risk-in-gambling L2: Chancing it! Online financial harms – KS2 https://pshe-association.org.uk/online-financial-harms L1: Spending influences L2: Wellbeing and support Project Evolve ProjectEVOLVE - Education for a Connected World Resources (need to register for free access to resources)
Spring	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, exploring risks, effects, and influences.	Keeping Healthy and Well (10) why and how to maintain personal hygiene; about expected physical changes during puberty and the importance of personal hygiene routines (11) the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health Drug Education (4) the facts, risks and effects of legal drug products common to everyday life, e.g. caffeine and energy drinks (5) how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma (6) to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Updated September 2026 1decision Keeping Healthy 8-11 Alcohol and Drugs Keeping Healthy 8-11 Smoking PSHE Association Drug education – KS2 Y5-6 L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media

		(7) what can influence people to use or not use drugs, e.g. media messages, peer influence (8) that there are organisations that can support people to stop using alcohol, nicotine or other drugs; how to ask for help if they have concerns about drug use by someone close to them or if they have a concern about their own drug use or use by a friend or peer	
	Developing our understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Respecting Self and Others (15) how to respond to situations where they experience disappointment or frustration with others Online Life and Safety (11) about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent (12) how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see (13) how to recognise that online information may be incorrect, misleading or fake; ways to assess whether information online is accurate and trustworthy (14) that some online content and interactions may be inappropriate, harmful or illegal; how to recognise this and know how to respond safely (15) reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing (16) about benefits and risks of being online; how the internet and digital devices can affect mood, feelings and wellbeing (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing (18) how online experiences can affect self-esteem and confidence; strategies to manage this and seek support if needed (22) how to recognise online bullying and abuse; ways to respond and get help (23) how and where to report concerns online, including bullying, abuse, harmful content, inappropriate contact or communication (24) how to recognise online scams and how to get help if they are concerned about something online (25) strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	Updated September 2026 <u>PSHE Association</u> Understanding AI: Rights, safety and wellbeing – KS2 https://pshe-association.org.uk/lesson-plans/understanding-ai L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? <u>PSHE Association</u> Home office: Digital deception - Understanding deepfakes – UKS2 https://pshe-association.org.uk/lesson-plans/digital-deception-understanding-deepfakes L1: The impact of generative AI L2: The ethics of AI images <u>PSHE Association</u> Pick your pics –KS2 https://pshe-association.org.uk/lesson-plans/pick-your-pics L1: Pick your pics

		(26) that people may sometimes request personal information, images or videos online; how to respond safely and where to get help (27) the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet (28) how to decide what is appropriate to share online and what should not be shared (29) the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	
Summer	Changes in puberty This unit builds understanding of managing physical and emotional changes during puberty, including increased independence and sleep changes.	Mental Health and Wellbeing (9) the importance of taking care of mental health and wellbeing, as well as physical health (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (11) about everyday behaviours that help maintain wellbeing (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school Keeping Healthy and Well (9) how sleep quality and quantity support a healthy lifestyle; healthy sleep habits and routines (10) why and how to maintain personal hygiene; about expected physical changes during puberty and the importance of personal hygiene routines (11) the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health Physical Activity and Nutrition (15) how and when to speak to adults (including in school) if they are worried about their health Changing and Growing Up (2) the external genitalia and internal reproductive organs in males and females (3) the emotional and physical changes that occur during puberty in both males and females (4) that people can develop crushes and be attracted to others romantically (5) the facts about the menstrual cycle and menstrual wellbeing Online Life and Safety (17) about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	Updated September 2026 <u>Medway: Changing and growing up – Y6</u> https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2 L1: Puberty recap L2: Positive, healthy relationships L3: Developing romantic feelings NB: Do NOT deliver Lesson 4 in this pack as it covers non-statutory sex education content that St. Giles does not deliver. <u>Oak National Academy (free to register and access) Y6</u> <u>Puberty: What happens during adolescence?</u> https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/puberty-what-happens-during-adolescence/lessons/emotional-changes-during-puberty L3: Emotional changes during puberty <u>PSHE Association</u> <u>The sleep factor – KS2</u> https://pshe-association.org.uk/lesson-plans/sleep-factor L1: Getting a good night's sleep

	Looking to the future This unit explores career-related learning and supports pupils in preparing for the transition to secondary school.	Mental Health and Wellbeing (9) the importance of taking care of mental health and wellbeing, as well as physical health (10) how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time (11) about everyday behaviours that help maintain wellbeing (16) how to manage emotional responses to events outside of their control (17) that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad (20) about preparing for the opportunities and challenges of moving to a new class or school (21) when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school Careers Education: Aspirations, Learning and Work (5) to recognise their achievements and personal strengths; how to set targets to help achieve their goals (6) to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy (7) that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career (8) that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways (9) how different factors might influence people's decisions about a job or career (10) that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice (11) that there are different routes into careers (e.g. college, apprenticeship, university) (12) about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes	Updated September 2026 The Careers and Enterprise Company: Careers explorers – KS2 https://pshe-association.org.uk/lesson-plans/career-explorers L1: Job skills L2: Choosing a career L3: Career routes Embracing change and new challenges – KS2 (Y6) https://pshe-association.org.uk/lesson-plans/embracing-change L1: Moving to secondary school NSPCC: Talk relationships – Transition to secondary school https://learning.nspcc.org.uk/services/talk-relationships?modularPage=transition-to-secondary-school Every Mind Matters- Transition to secondary school https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/transition-to-secondary-school/transition-to-secondary-school-lesson-plan/ Anna Freud Centre: Moving up! The transition to secondary school https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/
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