

PSHE Long Term Plan September 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?

KS1 Skills and Knowledge						
Recognising and talking about emotions	Support with mental wellbeing	Self-care	Bullying and mental health	Being active	Dental health	Healthy diet
Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions) Beginning to recognise how others are feeling by examining facial expressions and body language cues. Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation. Beginning to describe how strong their feelings are using simple scales and language. Talking about whether something made them feel 'a little	Beginning to notice when they or others might need help with their feelings from a trusted adult. Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed.	Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc). Noticing when they or others feel sad, worried, left out or lonely. Talking about how they feel when they have had enough sleep or not enough sleep.	Talking about how someone might feel when someone else is repeatedly unkind to them.	Recognising when they are active and how it makes them feel. Independently choosing active play or movement during the school day. Recognising opportunities that they have to be active outside of school. Beginning to join in with movement breaks or suggest when they need one.	Explaining why it is important to brush their teeth regularly. Demonstrating how to correctly brush teeth using an electric and manual toothbrush.	Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).

bit' or 'very' upset, excited, angry, etc. To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. To know that feelings are the words used to describe emotions. To recognise and name the following emotions and associated feelings: Happiness (excited, calm), Sadness (lonely, upset), Fear (worried, scared), Anger (cross, annoyed), Disgust (uncomfortable), Surprise (amazed, shocked) To know that it is okay and normal to experience both positive and negative feelings in response to different situations	To know that talking to a trusted adult can help when they feel upset or worried.	To know that resting and doing things they enjoy can help them feel better. To know that talking to someone can help when they feel sad or left out. To know that sleep helps their body and brain rest and grow. To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better.	To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.	To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. To know that moving their body every day helps them feel good and keeps them healthy. To know that running, jumping and playing help their body grow strong. To know that feeling tired can make it harder to run, play and have fun.	To know that they should brush their teeth twice a day, in the morning and at night. To know that they need to brush every tooth and all of the surfaces. To know that sugary food and drink can damage teeth and should be limited. To know that they need to visit the dentist for check-ups, even if their teeth do not hurt.	To know that some food and drink are best for everyday and others only sometimes. To know that eating fruit and vegetables helps them stay strong and not get ill. To know that drinking water helps them feel awake and keeps their body working properly. To know that healthy foods help them grow, run, play and learn. To know that enjoying different foods and eating well is part of being healthy.
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To know feelings can change and vary in intensity and may seem small, medium or big, depending on the situation.						
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LKS2 Skills and Knowledge

Recognising and talking about emotions	Support with mental wellbeing	Self-care	Bullying and mental health	Being active	Dental health	Healthy diet
Using more nuanced language to discuss their own and others emotions and feelings. Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). Noticing and describing when others might be feeling strong feelings using body language, voice and actions	Recognising when they or someone else might be struggling with feelings and knowing that this is common a experience. Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement). Identifying who they would speak to for support about their feelings in different situations and when to do this.	Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. Reflecting on how helping others makes themselves and others feel. Recognising habits that are conducive to a good night's sleep.	Describing how bullying could negatively affect someone's feelings and how they view themselves. Reflecting on how people who are bullied might think and feel.	Identifying different ways they are regularly active during the school day and outside of school. Recognising when they have been inactive for too long and choosing to move or be active. Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). Recognising and explaining some of the benefits of being physically active.	Not taught in our RSE/PSHE scheme in this phase	Planning a healthy lunchbox or snack. Describing the role of different food groups and what makes for a healthy, balanced diet. Recognising natural and processed foods and what makes them different.

To know that many different feeling words can be used to identify and describe their emotions. To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud), Sadness (disappointed), Fear (nervous), Anger (frustrated, jealous, guilty), Disgust (embarrassed), Surprise (curious). To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. To know that feelings can feel stronger or weaker depending on the situation. To know that emotions and feelings can affect thoughts, decisions and behaviour.*	To know that taking care of their own feelings is part of staying healthy. To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. To know that seeking help early can make a significant difference for someone struggling with their feelings or mood.	To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. To know some simple ways that they can help others each day. To know that children of their age should get between 9 -12 hours of sleep every night. To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. To know that everyone feels lonely sometimes and talking about it helps.	To know that when someone is bullied repeatedly, they may start to believe the negative things said about them.	To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). To know about opportunities in their community to be physically active. To know that some activities make their heart beat faster, their body warmer and their breathing heavier – and that this means their body is working hard and getting stronger. To know that physical activity strengthens their heart, lungs, muscles and bones. To know that being active helps with coordination.	Not taught in our RSE/PSHE scheme in this phase	To know that a balanced diet includes a variety of food groups. To know that different food groups do different jobs in the body. To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. To know that they should aim to drink 15 litres (6-8 glasses) of water a day to stay hydrated. To know that nutrients are the helpful parts in food that the body
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To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.

balance and energy levels.

To know that sitting still for long periods (eg. lots of screen time with no breaks) is not good for their bodies and can cause low energy.

needs to grow, stay healthy and have energy.

To know that processed foods are foods that have been changed or added to – like turning potatoes into crisps or fruit into fruit-flavoured sweets.

To know that natural or less processed foods usually have more nutrients.