PSHE & Citizenship Long term Overview				
YEAR ONE			**YEAR TWO**	
Citizenship links via P4C: 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;			**Citizenship links via P4C:** 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Autumn	Friendships How can I make friends?	**Relationships**: How important friendships are in making us feel happy and secure, and how people choose and make friends.	How are we the same, how are we different?	**Relationships**: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
	Friendships How can I make friends?	**HWB:** That isolation and loneliness can affect children and the benefits of seeking support **Relationships:** That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	How are we the same, how are we different?	
	Citizenship Voting for prefects and ethos council	***Citizenship*** *2f) that they belong to various groups and communities, such as family and school* *2h) to contribute to the life of the class and school* *5d) make real choices*	Citizenship Voting for prefects and ethos council	***Citizenship*** *2f) that they belong to various groups and communities, such as family and school* *2h) to contribute to the life of the class and school* *5d) make real choices*
	Showing empathy for others	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	How can I work with different people?	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
	World Mental Health Day (09/10/2026) What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What is a family?	**Relationships:** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other

				family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	What do feelings feel like?	**Relationships:** That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What is a family?	**Relationships:** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **HWB:** That isolation and loneliness can affect children, and the benefits of seeking support
	What do feelings feel like?		Why are relationships important?	
	Why is the poppy important on Remembrance Day? Remembrance Day	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the poppy symbolises for remembrance*	What will I remember on Remembrance Day?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term remembrance means* *Understand why those who served the country are remembered*
	Anti-bullying Week What is bullying?	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Anti-bullying Week What is bullying?	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
	Parliament Week What is Parliament?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term democracy means*	What is Parliament?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term democracy means* *Understand who makes the laws in Britain*

	What if friends are making me sad?	**Relationships:** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	How do I share family worries?	**Relationships:** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. **HWB:** Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	What if friends are making me sad?		How do I share family worries?	
	Review week			

PSHE & Citizenship Long term Overview				
YEAR ONE			**YEAR TWO**	
Citizenship links via P4C: 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;			**Citizenship links via P4C:** 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Spring	Relationships How can I be an ally?	**Relationships**: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Wellbeing How can I deal with change?	**HWB**: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
	Relationships How can I be an ally?	**Relationships**: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Relationships How can I be an ally?	**Relationships**: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	Relationships How can I be an empathy expert?	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Relationships How can I be an empathy expert?	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
	Personal Safety How can I keep safe in new places?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Understanding the Law Why does age matter?	**HWB:** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
	Online Safety & Awareness What is private information?	**Relationships:** The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. **HWB:** That they have rights in relation to sharing personal data, privacy and consent.	Online Safety & Awareness What is the internet?	**HWB:** How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
	Online Safety & Awareness What is private information?	**Relationships:** The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. **HWB:** That they have rights in relation to sharing personal data, privacy and consent.	Online Safety & Awareness How can I keep safe online?	**Relationships:** That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. **HWB:** How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

	Respectful, Kind Relationships People who take care of us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Respectful, Kind Relationships People who take care of us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
	Personal Safety How can I use things at home safely?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal Safety What are private body parts?	**HWB: Developing Bodies** The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. **Relationships:** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*
	Review week			

PSHE & Citizenship Long term Overview				
YEAR ONE			**YEAR TWO**	
Citizenship links via P4C: 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;			**Citizenship links via P4C:** 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Summer	What is private Information?	**HWB:** That they have rights in relation to sharing personal data, privacy and consent. **Relationships:** The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	What are different types of meetings?	**Relationships:** How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
	How can I share my feelings?	**HWB:** The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That isolation and loneliness can affect children, and the benefits of seeking support. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online. **Relationships:**	What are the risks of video games?	Explore the risks of video games with a focus on well-being related harms such as extended screen time, contact with strangers and video game addiction.

		That families are important for children growing up safe and happy because they can provide love, security and stability.		
	How can I speak up?	**Relationships:** Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	What are medicines?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	Who are my trusted adults?	**Relationships:** That families are important for children growing up safe and happy because they can provide love, security and stability. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	What is fire safety?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	How can I be responsible?	Pupils will develop skills of respect and empathy as they consider the importance of being responsible towards other people.	What are needs and wants?	Pupils will learn how needs and wants change over time and how people can future plan for these changes.
	Why do we have different rules in different places?	**Relationships:** The conventions of courtesy and manners. Pupils are taught the importance of respecting rules and also how following rules is a way of showing respect to the place that you are in and the people you are sharing it with.	What is a job?	Begin to think about some of the different jobs available and why people might choose these. They will also consider jobs that they may like to do when they are older.

	What is 999?	**HWB:** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	What is money?	Consider why some people save money and how this is a way of future planning, they will also consider how they can look after money and keep it safe.
	What do the Police do?	Pupils will learn about the role of the police and many of the roles that they carry out to help keep us safe and happy. By doing so, pupils will develop empathy and respect towards the police and the important role that they carry out.	Why is sleep important?	**HWB** The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
	Review: family and those who care for us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	How can I look after my body?	**Relationships:** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. **HWB:** About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Understanding the importance of a healthy relationship with food. What constitutes a healthy diet (including understanding calories and other nutritional content). How and when to seek support including which adults to speak to in school if they are worried about their health. The risks associated with an inactive lifestyle, including obesity. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The characteristics and mental and physical benefits of an active lifestyle. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

	Understanding others	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	What does it mean to be healthy?	**HWB:** The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. The principles of planning and preparing a range of healthy meals. Understanding the importance of a healthy relationship with food. What constitutes a healthy diet (including understanding calories and other nutritional content). How and when to seek support including which adults to speak to in school if they are worried about their health. The risks associated with an inactive lifestyle, including obesity. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The characteristics and mental and physical benefits of an active lifestyle. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
	What can happen when rules are broken?	Pupils will consider why it is important to make sensible decisions about following rules.	When do I need to take a break?	**HWB:** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
	Review week			
	Review week			

PSHE & Citizenship Long term Overview				
YEAR THREE			**YEAR FOUR**	
Citizenship links via P4C: 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;			**Citizenship links via P4C:** 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Autumn	Family Who are my key people?	**Relationships**: That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. **HWB:** Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	How can we be role models?	**Relationships**: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	Family Who are my key people?		How can we be role models?	
	Citizenship Voting for prefects and ethos council	***Citizenship*** *1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;* *5c) participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);*	Citizenship Voting for prefects and ethos council	***Citizenship*** *1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;* *5c) participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);*
	How should we treat other people?	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The conventions of courtesy and manners What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	What is a healthy friendship?	**Relationships:** How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind relationships. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

				What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That isolation and loneliness can affect children, and the benefits of seeking support That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	How should we treat other people?	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The conventions of courtesy and manners What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	What is a healthy friendship?	**Relationships:** How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind relationships. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That isolation and loneliness can affect children, and the benefits of seeking support That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
	What can I do when friendships go wrong?	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	What is peer influence?	**Relationships:** How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
	What can I do when friendships go wrong?		What is peer influence?	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting

				pressure on others to share information and images online, and strategies for resisting peer pressure.
	What is the significance of Remembrance Day?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term remembrance means* *Understand why those who served the country are remembered*	What is the significance of Remembrance Day?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term remembrance means* *Understand why those who served the country are remembered*
	Anti-bullying Week What is bullying?	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Anti-bullying Week	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
	What is Parliament?	***Citizenship:*** *2g. what democracy is, and about the basic institutions that support it locally and nationally;* *Understand who makes the laws in Britain*	What is Parliament?	***Citizenship:*** *2g. what democracy is, and about the basic institutions that support it locally and nationally;* *Understand what the function of the Houses of Parliament are* *Understand who makes the laws in Britain*
	What do we mean by consent in friendships?	**Relationships:** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	What is diversity?	**Relationships:** That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	What do we mean by consent in friendships?		What are protected characteristics?	**Relationships:** That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
	Review week			

PSHE & Citizenship Long term Overview				
YEAR THREE			**YEAR FOUR**	
Citizenship links via P4C: 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;			**Citizenship links via P4C:** 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Spring	Respectful, Kind Relationships How does school help me?	**Relationships:** How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Being Safe Who makes up my community?	**Relationships:** How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
	Basic First Aid What are emergency situations?	**HWB:** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Respectful, Kind Relationships What is discrimination?	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
	Review: how should we treat people?	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The conventions of courtesy and manners What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	What is a hate crime?	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	What are emergency situations?	**HWB:** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	How can I respect my environment?	**HWB:** How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

	Online Safety & Awareness What do we mean by risk?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Online Safety & Awareness (Keeping Safe) Who do I encounter?	**Relationships:** How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
	Online & General wellbeing How can I share my worries?		Personal Safety How can I keep safe in my local area?	**HWB:** How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
	Respectful, Kind Relationships People who take care of us	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Respectful, Kind Relationships People who take care of us	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
	Family and People who care for me When should I break a secret?	**Relationships:** How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Basic First Aid What is First Aid?	**HWB:** Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*
	Review week			

PSHE & Citizenship Long term Overview				
YEAR THREE			**YEAR FOUR**	
Citizenship links via P4C: 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;			**Citizenship links via P4C:** 1b2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Summer	What words can I use to talk about my feelings?	**HWB:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. **Relationships:** How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	What are hazards in the home?	**HWB:** learn about the potential risks of certain items that can be found within households and also consider how they can make sensible and informed decisions to keep themselves safe.

	How can I be a responsible citizen?	**Relationships:** The conventions of courtesy and manners.	How can we keep safe on the roads?	**HWB:** consider potential risks in their local area and how they can use informed decision making to reduce these risks
	What is the law and why do we have it?	**HWB**: Pupils will be encouraged to consider how following the law is a way of showing respect towards others: when laws are broken, the 'ripple effect' means many other people are impacted.	How do my choices help me to be healthy?	**HWB:** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. The benefits of physical activity, time outdoors, and helping others for health, wellb techniques, including the importance of rest, time spent with friends and family, as participation. The importance of promoting general wellbeing and physical health.
	How do we enforce the law?	**HWB:** Pupils should be encouraged to understand that the police need to make informed decisions within their role and that, as citizens, we need to think carefully about our interactions with the police and other people in positions of power. Pupils need to understand that if and when they interact with the police, their behavioural choices can have positive or negative consequences.	What are healthy habits?	**HWB:** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. Understanding the importance of a healthy relationship with food.
	What is Mental Health?	HWB: The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	What is Mental Health? What are healthy habits?	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. The characteristics and mental and physical benefits of an active lifestyle.

		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.		The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. The benefits of physical activity, time outdoors, and helping others for health, wellb techniques, including the importance of rest, time spent with friends and family, as participation. The importance of promoting general wellbeing and physical health.
	How can vaccination support our health?	**HWB:** learn how vaccines support the immune system to recognise and fight off germs, illness and disease.	Why is food fuel?	**HWB:** About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours What constitutes a healthy diet (including understanding calories and other nutritional content).
	What are children's rights?	**HWB:** Through learning about their rights, pupils also explore their corresponding responsibilities and the importance of treating others with respect.	How does school build my character?	**Relationships:** The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	How can intense feelings feel?	HWB: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental	What is my body trying to tell me?	**HWB:** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. How and when to seek support including which adults to speak to in school if they are worried about their health.

		wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.		
	People who care for us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	People who care for us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
	Respectful Kind relationships	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Respectful Kind relationships	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	What am I good at?	HWB: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	How can I be a hygiene hero?	HWB: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Review week			

PSHE & Citizenship Long term Overview				
YEAR FIVE			**YEAR SIX**	
Citizenship links via P4C: 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;			**Citizenship links via P4C:** 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Autumn	How can my adult relationships affect my future?	**Relationships**: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	What is a debate?	**Relationships**: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
	Why are our special people important?	**Relationships:** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	How can we respect different relationships?	**Relationships:** That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	Citizenship Voting for prefects and ethos council	***Citizenship*** *1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;* *5c) participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);*	Citizenship Voting for prefects and ethos council	***Citizenship*** *1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;* *5c) participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);*
	Why are our special people important?	**Relationships:** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those	What does the law say about marriage?	**Relationships:** That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

		differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		
	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What makes me special?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	What are online friendships?	**Relationships:** How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	How can we challenge sexism?	**Relationships:** That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	What are online friendships?	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. How important friendships are in making us feel happy and secure, and how people choose and make friends. **HWB:** How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	How can we be allies against racism?	**Relationships:** That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	What is the significance of Remembrance Day?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term remembrance means* *Understand why those who served the country are remembered*	What is the significance of Remembrance Day?	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life* *Understand what the term remembrance means* *Understand why those who served the country are remembered*
	Anti-bullying Week	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Anti-bullying Week	**Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. **HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
	How do rules help our community? What is the role of Parliament in making the rules?	***Citizenship:*** *2g. what democracy is, and about the basic institutions that support it locally and nationally;* *Understand what the function of the Houses of Parliament are* *Understand who makes the laws in Britain*	How do rules help our community? What is the role of Parliament in making the rules?	***Citizenship:*** *2g. what democracy is, and about the basic institutions that support it locally and nationally;* *Understand what the function of the Houses of Parliament are* *Understand who makes the laws in Britain*
	What are my personal boundaries?	**Relationships:** The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Why does media have age restrictions?	**Relationships:** That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **HWB:** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
	What is grooming?	**Relationships:** That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	How is my data shared?	**HWB:** That they have rights in relation to sharing personal data, privacy and consent.

		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. **HWB:** Where and how to report concerns and get support with issues online. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.		
	Review week			

PSHE & Citizenship Long term Overview				
YEAR FIVE			**YEAR SIX**	
Citizenship links via P4C: 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;			**Citizenship links via P4C:** 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Spring	Personal Safety What are the risks with money?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	What different types of crime are there?	
	Online wellbeing What is gambling?	**HWB:** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Drugs, Alcohol & Tobacco What is Spiking?	**HWB:** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
	Respectful, Kind Relationships How do words have power?	**Relationships:** The conventions of courtesy and manners. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What is anti-social behaviour?	
	Personal Safety How can we keep our things safe?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	What is the issue with addiction?	**HWB:** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

	Online Safety & Awareness What can and can't I do on the internet?	**HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. **Relationships:** The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Review: Why does social media have age restrictions? How is data shared?	**Relationships:** That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **HWB:** Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. That they have rights in relation to sharing personal data, privacy and consent.
	What is media literacy?	**Relationships:** That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **HWB:** That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted.	What does the law say about drugs?	**HWB:** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	Respectful, Kind Relationships People who take care of us	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Respectful, Kind Relationships People who take care of us	**Relationships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

	How can we use our phones sensibly?	**HWB:** That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	How is a weapon?	**HWB:** About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*	Why is the work of charities important? (Focus on RND)	***Citizenship:*** *5g) consider social and moral dilemmas that they come across in everyday life*
	Review week			

PSHE & Citizenship Long term Overview				
YEAR FIVE			**YEAR SIX**	
Citizenship links via P4C: 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;			**Citizenship links via P4C:** 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;	
Term	**Focus**	**Statutory content link**	**Focus**	**Statutory content link**
Summer	Online Safety & Awareness What are deep fakes?	**Relationships:** How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **HWB:** How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	What is shop theft?	Pupils explore the importance of making safe choices especially in peer pressure situations. Pupils gain an understanding of the definition of theft from a shop and the potential legal and moral consequences of stealing.
	What is media influence?	Learn what the media is. Explore how the media can influence us positively and negatively. Learn to be more self aware of media influence. Develop skills of fact finding and decision making.	How can I manage moving to high school positively?	**HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
	What do I know about drugs?	**HWB:** The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	How can I get ready for secondary relationships?	**HWB:** That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. **Relationships:** Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	What is my personal identity?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	What does adulthood look like?	**Relationships:** The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	How might puberty impact the way I feel?	**HWB:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	How can I seek support for my mental health?	**HWB:** The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online.
	Online Safety & Awareness How might being online impact the way I feel?	**Relationships:** That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. **HWB:** How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	How can I seek support for my mental health	

		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Where and how to report concerns and get support with issues online.		
	How can drugs and alcohol impact the way people feel?	**HWB:** The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	What Is grief?	**HWB:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
	How might school impact the way I feel?	**Relationships:** How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. **HWB:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Specific to pupils needs	

		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.		
	People who care for us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	People who care for us	**Relationships:** How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
	Respectful Kind relationships	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Respectful Kind relationships	**Relationships:** What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	How might my activity levels impact the way I feel?	HWB: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity.	How can I re-frame my thinking?	**HWB:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Review Week		**Review Week**	
	Review week			