Federation of Snape Community Infant School and Thornton Watlass CE Junior School
PSHE Long Term Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	**Self-regulation: My feelings**	**Building relationships: Special relationships**	**Managing self: Taking on challenges**	**Self-regulation: Listening and following instructions**	**Building relationships: My family and friends**	**Managing self: My wellbeing**
Key Stage 1 **Cycle A 2026-27**	**Families and relationships** • How are families different? *Also look specifically at the diversity within the people chosen by the children. Could any relatives come in and talk about their identities and their lives?*	**Health and wellbeing** • How do we control our emotions?	**Economic Wellbeing** • What skills are needed for different jobs? *Also consider doing some comparative work with the children so that they can see what jobs are common to people in the UK in comparison to jobs around the world.*	**Citizenship** • Why do our needs change as we grow?	**Safety and the changing body and Transition** • Who helps to keep us safe?	
Key Stage 1 **Cycle B 2025-26**	**Families and relationships** • What is the same and different about us? *Also consider what makes them unique and why it is important to accept everyone, as everyone is unique and different.*	**Health and wellbeing** • What helps us stay healthy?	**Economic Wellbeing** • What can we do with money? *Also focus on donating to charity and exploring a range of different issues that charities raise for.*	**Citizenship** • Why is it important to have rule?	**Safety and the changing body and Transition** • Who keeps us safe in our community? *Also, children to come up with some suggestions about how they could make their class and classroom as welcoming to and inclusive of as many different types of people as possible.*	

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Lower Key Stage 2 **Cycle A 2026- 27** **Year 3**	**Families and relationships** • How can I be a good friend? *Also focus on the loneliness of the elderly and how this can be combatted. For example; Invite the elderly community in to read with the children or visit a local nursing home.*	**Health and wellbeing** • How does our diet affect our bodies and our teeth?	**Economic Wellbeing** • What influences our spending decisions?	**Citizenship** • What does a councilor do?	**Safety and the changing body and Transition** • How can I keep myself safe on and offline? • *Also focus on mental health - it could lightly explore common mental health challenges.*
Lower Key Stage 2 **Cycle B 2025-26** **Year 4**	**Families and relationships** • Why is it important to use respectful language? *Also introduce the idea of prejudice and how this is because of someone's skin colour, religion sexuality etc. Explain that with prejudice people are treated badly because of who they are not their actions.*	**Health and wellbeing** • How do you break down barriers to help us achieve? • *Self-esteem: self-worth; personal qualities; goal setting; managing setbacks.*	**Economic Wellbeing** • Why is important to track money?	**Citizenship** • What has the UN Convention done for me?	**Safety and the changing body and Transition** • How can you be a responsible digital citizen? *Also consider talking briefly about language barriers if people are friends with those of another language and exploring how friends can overcome these barriers. Similarly, you may also consider barriers and solutions to being friends with a deaf person, for example.*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Upper Key Stage 2 **Cycle A 2025-26** **Year 6**	**Families and relationships** • Why do physical and emotional boundaries affect friendships? *Also include some exploration of allyship and discuss with Children how they could help to make their school a place that is actively inclusive of all people.*	**Health and wellbeing** • How can we manage risk in different places?	**Economic Wellbeing** • Should we take risks with money?	**Citizenship** • How can our choices make a difference to others and the environment? • *Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions* *Also consider looking at climate inequality with Children and exploring what can be done about it.*	**Safety and the changing body and Transition** • How drugs and alcohol affect our brains and bodies?
Upper Key Stage 2 **Cycle B 2026-27** **Year 5**	**Families and relationships** • How does my behaviour affect others? *Also consider the role of a good friend by considering friendship tales of people from different backgrounds and how each friend may need to be supported in a different way. E.g. friendship with a disabled person.*	**Health and wellbeing** • What is the impact of technology on mental health and wellbeing?	**Economic Wellbeing** • *What are the risks associated with gambling?*	**Citizenship** • What are my rights and responsibilities?	**Safety and the changing body including body image and Transition** • What changes will genders go through during puberty?