

Curriculum Overview 2026-2027 PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Caterpillars	Developing secure relationships with familiar adults. Supporting children to express and communicate their feelings. Learning that adults can help us when we feel upset or overwhelmed. Introducing familiar routines and boundaries.	Providing opportunities to name basic emotions. Developing children's understanding of basic emotions. Supporting children to use simple words, gestures and actions to communicate their feelings and needs. Exploring how our feelings can affect our behaviour. Developing children's ability to recognise and respond to the feelings of others. Building confidence in familiar routines and learning to seek adult support when needed.	Developing confidence in following familiar routines and expectations. Supporting children to anticipate and manage everyday transitions. Developing the ability to stop, listen and respond to simple instructions.	Developing the ability to stop, listen and respond to simple instructions. Developing the ability to wait for short periods and take turns. Exploring and practising calming strategies with familiar adults. Supporting children to recognise and manage feelings of frustration.	Learning to seek comfort and support when feeling overwhelmed. Developing children's ability to use words and short phrases to communicate feelings, needs and preferences. Supporting children to ask for help when feeling frustrated or overwhelmed. Modelling simple calming strategies and providing opportunities to practise them.	Developing confidence in using familiar coping strategies to manage strong emotions. Learning to look to trusted adults for guidance when situations feel challenging or stressful. Developing the ability to return to play and familiar routines following moments of upset.
Nursery	Parting from carers and settling in. Learning new routines – hanging up coats, sitting on the carpet, lining up, washing hands, eating snack/lunch and tidying away. Learning our Golden Rules, including songs. Promoting independence with toileting and taking off and putting on coats.	Firework Safety – understanding why rules are important and beginning to follow rules without adult support. Becoming increasingly independent in meeting own needs, e.g. toileting and washing hands. Noticing and asking questions about differences between people (link with Diwali).	Developing independence – putting on coats. Setting a simple goal, e.g. putting on coats. Technology – understanding different types of technology used, e.g. IWB and Beebots.	Continuing to promote independence – coats, toileting and hand-washing. Sharing and taking turns. Looking after things (linked to growing plants). Reading 'Brush, Brush, Brush': why do we brush our teeth, what do we need to brush our teeth,	Continuing to promote independence – coats, toileting and hand-washing. Sharing and taking turns. Caring for living things and our environment (caterpillars, chicks, flowers etc.). Developing a sense of responsibility. Exploring emotions through the outdoor	Continuing to promote independence – coats, toileting and hand-washing. Sharing and turn taking. Transitions/meeting new teacher. Developing confidence in new situations (linking to transition). Circle times talking about how children feel about

	Develop sense of responsibility / being responsible. Looking after our belongings / getting ready for home. Developing a growth mindset and understanding that 'practice makes perfect'.	Talking about feelings and revisiting Golden Rules and routines.		and practising brushing teeth.	environment and considering how new life makes us feel. Keeping safe in the sun. Revisiting toothbrushing and visits from the dentist.	changes (stories to support)
Reception	Discussing Golden Rules – what do they mean? Showing respect for the environment, belongings and each other. Encouraging a growth mindset.	Looking at different feelings and introducing loneliness and worry. Recognising facial expressions and body language. How to be a good friend and recognise kind behaviours. Celebrating differences and similarities between families and children around the world.	What is the internet and why do we use it? Knowing how to stay safe when online including who and how to ask for help.	Hand washing. Healthy food choices and understanding that we need food to grow. Brushing teeth and learning why we should go to the dentist. Understanding the importance of physical and mental health	Recapping firework safety, sun safety, stranger safety and people who help us.	Caring for animals and each other. Respecting our world and learning how to look after it, including looking after plants and recycling. Working in our world; shop role play and the importance of earning money.
ELGs	Self-Regulation ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.		Managing Self ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.		Building Relationships ELG - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	
KS1 1 Decision Themes	Being Responsible – Identify what things they have learnt to do for themselves, what duties they are responsible for daily and how this will change as they grow. Learning- how they can help those around them and the importance of taking responsibility for their own actions. How they can set goals	Feelings + Emotions – Recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Learning - a range of strategies for managing unpleasant/uncomfortable	Spring 1 Computer Safety– Understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Learning- the potential outcomes for online bullying, sharing images, and making friends online with people who	Spring 2 Keeping/Staying Healthy – Learning that food is needed for our body to be healthy and growth, and will be able to identify what types of food are positive choices. Practise personal routines. Understand that some diseases are infectious, and that transmission may be reduced.	Summer 1 Keeping/Staying Safe – Learning rules for and practise simple ways of keeping safe and finding help and help maintain their personal safety now and in the future.	Summer 2 Our World – <i>Basic rules of saving money and the importance of keeping money safe.</i>

	to improve their skills in an area of their choice.	emotions and be able to apply these in real-world scenarios. Opportunity to explore mindfulness. Relationships – Understand situations from another person's point of view. Different types of relationships -healthy and unhealthy relationships. Learning how to seek help and support if they feel uncomfortable in a relationship	they do not know. Supporting network of helpful organisations.	Know, understand, and explore simple safety rules related to medicines/ drugs.		
Year 1	Practice makes perfect – growth mindset. Water spillage – knowing how to prevent accidents and understanding responsibilities.	Jealousy – recognising this emotion and knowing how to communicate this. Understanding the difference between pleasant and unpleasant emotions and recognising that all emotions are okay. Friendship/bullying. Identifying a range of feelings and exploring why we care about others' feelings. Identifying bullying behaviours and how to cope with bullying behaviours. Being confident to say 'no'.	Online bullying. Understanding how online activity can affect others. Identifying positive and negative aspects of technology. Knowing who to ask for help and how to ask for help. Knowing when to take a break from being online and playing games. Recognising kind and unkind comments.	Hand washing and teeth brushing – knowing different ways to stay healthy. Mental health – understanding that we can feel a variety of emotions. Medicine and drugs – understanding that medicines are needed to help us feel better. Naming trusted adults who administer medicine.	Road safety and beach safety, including sun and water safety. Staying safe at home and when with families – recognising safe and risky situations at home, e.g. knives and fire alarms. Knowing ways to stay safe when out with family.	Growing in our world – talking about how we grow and knowing that our needs change. Talking about how families differ and how every family is special. Talking about common features of family life.
Year 2	Practice makes perfect – growth mindset. Helping someone in need. Knowing the difference between borrowing and stealing.	Anger and grief – recognising these emotions and knowing how to communicate them. Friendship – caring about others' feelings. Understanding the difference between appropriate and inappropriate touch. Personal boundaries.	Computer safety, including image sharing. Understanding the importance of consent. Age restrictions and rules – knowing that some games/DVDs have age restrictions.	Physical Health – understanding the importance of physical health and identifying ways to stay physically healthy. Exploring the relationship between physical and mental health. Mental health – naming things they can do to help manage big feelings.	Fire safety and railway safety. Staying safe at home and when with family. Talking about ways to stay safe at home, recognising risky choices/situations and knowing to talk to a trusted adult. Identifying trusted adults.	Working in our world – exploring different ways we receive money. Understanding the difference between spending money online and on games. Living in our world – understanding how and why we look after living things and ways to look after our world.

		Labelling body parts and knowing who and how to ask for help. Being able to confidently say 'no' or 'stop' when they do not like something.		Medicine and drugs – understanding and practising safety rules. Understanding that medicine comes in different forms.		
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