

PSHE/RSHE - Long Term Plan

EYFS

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Statutory Relationships Education and Health Education – from September 2026

The curriculum is planned with regard to the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education (RSHE), in force from 1 September 2026. By the end of primary education, pupils are taught the following knowledge and skills in an age-appropriate, carefully sequenced way.

Relationships Education

Families and people who care for me

- Understand that families can provide love, security, stability and care, and that families may take different forms.
- Recognise the features of safe, happy and caring family life, including commitment, support and spending time together.
- Understand that marriage and civil partnership are formal, legally recognised commitments intended to be lifelong.
- Recognise when a family relationship may feel unhappy or unsafe and know how and where to seek help.

Caring friendships

- Understand the importance and characteristics of positive friendships, including kindness, honesty, trust, loyalty, generosity, mutual respect and support.
- Know that loneliness can affect anyone and that it is appropriate to talk about it and seek support.
- Develop skills to make and maintain friendships, manage conflict constructively and recognise when a friendship is unhealthy or uncomfortable.

Respectful, kind relationships

- Respect the needs, preferences, beliefs and differences of others while developing self-respect and a strong sense of identity.
- Set, communicate and respect healthy boundaries; develop assertiveness; and distinguish assertive behaviour from controlling behaviour.
- Manage disagreement, disappointment and frustration with kindness and respect.
- Understand bullying, including online bullying, the role of bystanders, stereotypes and how to challenge harmful behaviour.
- Know how to seek help when concerned about violence, harm or uncertainty about whom to trust.

Online safety and awareness

- Apply the same expectations of respect and healthy boundaries online as in face-to-face relationships and resist pressure to share information or images.
- Critically evaluate online relationships and information, recognise impersonation, harmful content and unsafe contact, and know how to report concerns.



- Understand age restrictions for social media and why these exist.
- Use privacy and location settings appropriately and understand the risks of sharing personal information online.
- Understand that online material can be copied and circulated beyond a person's control and know where to get help if online content causes concern.

Being safe

- Understand appropriate boundaries, privacy and the difference between safe, unsafe and inappropriate contact.
- Know that their body belongs to them and develop the vocabulary and confidence to communicate personal boundaries.
- Recognise harmful or dangerous relationships and develop skills for deciding who to trust.
- Know how to report abuse, unsafe experiences or online concerns, ask for help and keep asking until they are heard.

Primary Health and Wellbeing

General wellbeing

- Understand how physical activity, time outdoors, rest, relationships, interests, helping others and community participation can support wellbeing.
- Recognise and name a wide range of emotions, understand that difficult feelings are a normal part of life, and develop appropriate strategies for managing them.
- Understand the effects of isolation, loneliness and bullying on wellbeing and know how to seek support.
- Understand that change, loss and bereavement can cause a range of feelings and that people experience grief differently.
- Know when, where and how to seek support for their own or another person's mental wellbeing.

Wellbeing online

- Explore both the positive and negative aspects of internet use and the importance of balancing online activity with high-quality in-person relationships.
- Understand the impact of excessive screen time and online content on physical and mental wellbeing.
- Understand age restrictions, online gaming, in-game spending/monetisation, scams, fraud and other financial harms.
- Develop critical thinking about online information, including how search results and content can be selected or targeted.
- Understand rights relating to personal data, privacy and consent, and know how to report online concerns.

Physical health and fitness

- Understand the physical and mental benefits of an active lifestyle, the importance of regular activity and the risks of inactivity.

Healthy eating

- Understand the principles of a healthy diet, nutrition, a healthy relationship with food and the effects of unhealthy eating.

Drugs, alcohol, tobacco and vaping

- Know the facts and risks associated with legal and illegal harmful substances, including smoking, vaping, alcohol, drugs and nicotine products, and understand the risk of nicotine addiction.

Health protection and prevention

- Recognise early signs of physical illness and know when to seek help.
- Understand sun safety, sleep, dental health, personal hygiene, germs, vaccination and immunisation.

Personal safety and basic first aid

- Recognise and reduce risks from hazards, including fire, roads, railways and water.
- Know how to make an effective call to emergency services and understand basic first aid for common injuries and ailments, including head injuries.

Developing bodies

- Understand growth, the human life cycle and puberty as a stage of development.
- Use correct anatomical names for body parts, including penis, vulva, vagina, testicles, scrotum and nipples, and understand privacy and personal boundaries.

- Know the facts about the menstrual cycle and the physical and emotional changes associated with it, taught before pupils are likely to experience menstruation.

Primary Sex Education

Sex education is not compulsory in primary schools beyond the content required through the National Curriculum for science. The school provides age-appropriate teaching in Years 5 and/or 6 where agreed through its RSHE policy and consultation arrangements. Parents are informed about this provision and their right to request withdrawal from non-statutory primary sex education.

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balance curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets that are challenging and achievable.

BARMBY MOOR CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

To build a PSHE/RSHE curriculum which develops pupils' knowledge, skills, attitudes and understanding so that they can be healthy, safe, confident, respectful and responsible members of society. The curriculum supports pupils' personal, social, moral, spiritual and cultural development and prepares them for the opportunities, responsibilities and experiences of life in modern Britain. It enables children to understand themselves and others, develop positive relationships, recognise risk and harm, seek help when needed, make informed choices about their physical and mental wellbeing, and use

technology safely and responsibly. We provide opportunities for pupils to learn about rights and responsibilities, value diversity and develop self-worth, resilience and the confidence to contribute positively to school life and the wider community.

Implementation

We implement a clear, comprehensive and carefully sequenced PSHE/RSHE curriculum through Jigsaw PSHE 3–11. From September 2026, teaching uses the current Jigsaw materials and is planned with regard to the revised statutory Relationships Education, Relationships and Sex Education and Health Education (RSHE) guidance in force from 1 September 2026. The curriculum is age-appropriate, responsive to pupils' needs and experiences, and adapted where necessary so that all pupils, including pupils with SEND, can access and benefit from the learning. Staff use the current 2026 Jigsaw lesson versions and resources within the school's established two-year mixed-age cycle. The curriculum is split into six key areas across each year group/phase. These are:

- Being Me in My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

Impact

Children will demonstrate and apply the school's Christian values and the fundamental British values of democracy, mutual respect, tolerance, the rule of law and individual liberty. They will develop the knowledge, vocabulary and confidence to build healthy relationships, manage emotions, make informed choices, recognise unsafe or harmful situations and seek help. Pupils will understand how to support their physical and mental wellbeing and how to behave safely and responsibly, including online. They will learn social skills, develop character and resilience, value diversity and be prepared for the next stage of education and life in modern Britain.

Cycle B – 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World - Who...Me? - How Am I Feeling Today? - Being at School - Gentle Hands - Our Rights - Our Responsibilities	Celebrating Difference - What Am I Good at? - I'm Special, I'm Me! - Families - Homes - Making Friends - Standing Up for Yourself	Dreams and Goals - Challenge - Never Giving Up - Setting a Goal - Obstacles and Support - Flight to the Future - Footprint Awards	Healthy Me - Everybody's Body - We Like to Move It, Move It - Food Glorious Food - Sweet Dreams - Keeping Clean - Safe Adults	Relationships - My Family and Me - Make Friends 1 - Make Friends 2 - Falling Out and Bullying Part 1 - Falling Out and Bullying Part 2 - Being the Best Friends We Can Be	Changing Me - My Body - Respecting My Body - Growing Up - Fun and Fears Part 1 - Fun and Fears Part 2 - Celebration
Year 1/2	Being Me in My World - Hope and Fears for the Year - Rights and Responsibilities - Rewards and Consequences 1 - Rewards and Consequences 2	Celebrating Difference - Assumptions - Stereotypes - Why does bullying happen? - Standing up for myself and others	Dreams and Goals - Goals to success - Steps to goals - Overcoming obstacles - Group challenge; Dream birds - Continuing group challenge	Healthy Me - Healthy eating 1 - Healthy eating 2 - Keeping safe at home - Medicine Safety - Road Safety - Happy, Healthy Me!	Relationships - Families - Keeping safe – exploring physical contact - Friends and conflict - People who help us	Changing Me - Life Cycles in Nature - Growing up from young to old - The Changing Me - Boys' and Girls' bodies



Barmby Moor Church of England Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan - 2026/27 and 2027/28

Subject: PSHE/RSHE

	- Our Learning Charter - Owning Our Learning Charter	- We're all different - Celebrating difference and still being friends	Celebrating our achievement		- Being my own best friend - Celebrating my special relationships	- Learning and Growing - Coping with changes
Year 3/4	Being Me in My World - Becoming a class team - Being a school citizen - Rights, Responsibilities and Democracy - Rewards and Consequences - Our Learning Charter - Owning our Learning Charter	Celebrating Difference - Families - Family conflict - Judging by appearance - Understanding Influences - Special me - Celebrating difference and still being friends	Dreams and Goals - Dreams and goals - My dreams and ambitions - Hopes and dreams - Creating new dreams - Achieving goals - We did it!	Healthy Me - My friends and Me - Staying safe with friends - Being safe and getting help - Safe or unsafe - Healthy friendships - Celebrating my inner strength and assertiveness	Relationships - Jealousy - Love and loss - Memories - Rights, needs and wellbeing - Being a global citizen - Celebrating my web of relationships	Changing Me - Unique Me - Keeping ourselves clean - Being part of a family - Family Stereotypes - Looking Ahead



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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5/6	- My Year Ahead - Being a Global Citizen 1 - Being a Global Citizen 2 - Rewards and Consequences - Our Learning Charter - Owning our Learning Charter	- Am I normal? - Understanding Difference/ Gender Identity - Power struggles - Why bully? - Celebrating difference 1 - Celebrating difference 2	- Personal learning goals - Steps to success - My dream for the world - Dreams and goals of young people in other cultures - How can we support each other? - Rallying support	- Taking responsibility for my health and wellbeing - Drugs - Exploitation - Gangs - Emotional and mental health - Managing stress and pressure	- What is Mental Health? - My Mental Health - Love and loss - Online gaming - My relationship with technology; screen time - Relationships and Technology	- Self and body image - Boyfriend and girlfriends (4a) - Looking Ahead 1 - Looking Ahead 2 Growing Up Talk

Cycle A – 2027/28

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World - Who... Me? - How Am I Feeling Today? - Being at Nursey/School - Gentle Hands - Our Rights	Celebrating Difference - What Am I Good at? - I'm Special, I'm Me! - Families - Homes - Making	Dreams and Goals - Challenge - Never Giving Up - Setting a Goal - Obstacles and Support - Flight to the Future	Healthy Me - Everybody's Body - We Like to Move It, Move It - Food Glorious Food - Sweet Dreams	Relationships - My Family and Me - Make Friends 1 - Make Friends 2 - Falling Out	Changing Me - My Body - Respecting My Body - Growing Up - Growth and Change - Fun and



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	Our Responsibilities	Friends Standing Up for Yourself	Footprint Awards	- Keeping Clean - Safe Adults	and Bullying Part 1 - Falling Out and Bullying Part 2 - Being the Best Friends We Can Be	Fears Celebration
Year 1/2	Being Me in My World - Special and Safe - My Class - Rights and Responsibilities - Rewards and feeling proud - Consequences - Owning our Learning Charter and Assessment	Celebrating Difference - The same as... - Different from... - What is bullying? - What do I do about bullying? - Making new friends - Celebrating difference; Celebrating Me	Dreams and Goals - My treasure chest of success - My learning strengths - Learning with others - Achieving together; Dream Wellies - Stretchy Learning/Stretchy flowers - Celebrating my success	Healthy Me - Being Healthy - Healthy Choices - Clean and healthy - Safe outside - Medicine safety - Happy healthy me!	Relationships - Families - Making friends - Greetings - Secrets - Trust and appreciation - Celebrating my special relationships	Changing Me - Life Cycles - Changing Me - My changing Body - Boys' and Girls' bodies - Assertiveness - Looking ahead
Year 3/4	Being Me in My World Getting to know each other	Celebrating Difference Witness and feelings	Dreams and Goals - Broken Dreams - Overcoming disappointment	Healthy Me - Being fit and healthy - Food and energy	Relationships - Family roles and responsibilities - Friendship	Changing Me How Babies Grow



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	• Our nightmare school • Our Dream School • Rewards and Consequences • Our Learning Charters • Owning our Learning Charter	• Witness and solutions • Understanding Bullying • Problem Solving • Words that harm • Celebrating Difference/Compliments	• Feeling safe helps me grow • Choices to help me grow • Our new challenge: overcoming obstacles • Celebrating my learning	• What do I know about drugs? • Smoking and vaping • Alcohol • My amazing body!	• Global connections and thinking critically • Getting on and falling out • Girlfriends and boyfriends • Celebrating my relationships	• Outside body changes • Inside body changes • Circles of change • Accepting Change • Looking ahead
Year 5/6	Being Me in My World • My Year Ahead • Being a Citizen of my Country • Responsibilities • The Learning Charter 1 • Our Learning Charter 2 • Owning our Learning Charter	Celebrating Difference • Different Cultures • Racism • Rumours and name-calling • Types of bullying • Does money matter? • Celebrating difference across the world	Dreams and Goals • When I grow up • Keeping track of money • My dream job • Helping to make a difference 1 • Helping to make a difference 2 • Recognising our achievements	Healthy Me • Smoking and vaping • Alcohol • Emergency aid • Body image • My relationship with food • Healthy Me	Relationships • Recognising Me • Safety with the online communities • Being in an online community • Power and control • Being online - real or fake? Safe or unsafe? • Using technology responsibly	Changing Me • My Self-Image • Real self and ideal self • The Year Ahead Growing Up Talk



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