St Michael's Primary School

PSHE: long term planning- Using Pol-Ed Lessons

Please note: **Pol-Ed** = taught across the whole year (wider PSHE) R to Y6 **While individual lessons introduce aspects of the statutory content, they do not cover everything on their own. By teaching all the lessons listed, schools will ensure that the full statutory content is met.** **RSHE** = focused unit in **Summer 2 ("Growing & Changing")**	**RSHE is progressively taught from body awareness and safety in EYFS to puberty, reproduction and healthy relationships by the end of Year 6."** **Each RSHE unit references:** • **PSHE Association** (core curriculum) • **NSPCC (PANTS)** (KS1 safeguarding) • **BBC Teach / Bitesize** (explanations) • **NHS** (puberty & hygiene)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 RSHE: Growing & Changing (Statutory)
Nursery: Using Think Equal	**Settling in & relationships** **Think Equal links:** • Self-awareness (Unit 1–2) • Recognising self and others • Building secure attachments **Focus:** Belonging, recognising familiar adults, early friendships	**Feelings & belonging** **Think Equal links:** • Emotional literacy (Unit 3–5) • Naming feelings (happy, sad, angry, scared) • Understanding others' emotions **Focus:** Recognising emotions, developing empathy, kindness	**Staying safe** **Think Equal links:** • Trust and safety (Unit 6–8) • Understanding safe environments • Identifying trusted adults **Focus:** Who keeps me safe, simple rules, asking for help	**Body awareness & boundaries** **Think Equal links:** • Self-awareness and autonomy (Unit 9–11) • Understanding personal space • Beginning awareness of own body **Focus:** Body awareness, early privacy, communicating needs	**Independence & choices** **Think Equal links:** • Self-regulation (Unit 12–14) • Making choices • Managing behaviour and emotions **Focus:** Independence, routines, simple consequences	**Growing & changing (RSHE foundations)** **Think Equal links:** • Identity and diversity (Unit 15–18) • Recognising differences • Emotional awareness and resilience **Focus:** • Noticing growth and change • Understanding differences • Early body ownership • Trusted adults and safety

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Relationships		Keeping Safe		Understanding the Law		Wellbeing
Reception	**EMOTIONAL DEVELOPMENT** What can I do if I'm feeling big emotions? How can I be a good friend? How can I make other pupils feel happy?	**EMOTIONAL DEVELOPMENT** How can I play nicely with others? How can adults at school help me? How can I play safely?	**EARLY SAFEGUARDING** How can I keep safe at school? How can I keep safe at home? Who are the police and how do they help us?	**EARLY SAFEGUARDING** What are rules? What are consequences?	**HEALTHY ROUTINES** How can I be a germ buster? How does food help me? How does exercise help me?	**RSHE: Growing & Changing** • Understand that bodies have different parts, including private parts • Recognise that their body belongs to them • Know the difference between private and public • Recognise safe and unsafe feelings • Identify trusted adults • Know how to speak up and ask for help
Relationships		**Keeping Safe**		**Understanding the Law**		**Wellbeing**
Year 1	How can I make friends? What if my friends are making me feel sad? How can I be an empathy expert? How can I be an ally?	What makes me special? What do feelings feel like? How can I keep safe in new places? How can I use things at home safely?	What is private information? Who are my trusted adults? How can I speak up? How can I share my feelings?	How can I be responsible? What is bullying? Why is name calling unkind?	What do the police do? What is 999? Why have different rules in different places? What can happen when rules are broken?	**RSHE: Growing & Changing** • Understand that bodies grow and change over time • Name body parts correctly, including penis and vulva • Understand the importance of privacy (PANTS rule) • Recognise safe and unsafe touch • Practise saying no and speaking up • Identify trusted adults who can help

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	Relationships		Keeping Safe		Understanding the Law	Wellbeing	
Year 2	How are we the same? How are we different? How can I work with different people? What is a family? How do I share family worries?		Why are relationships important? How can I deal with change? Why does age matter? What is the internet?	How can I keep safe online? What are the risks of video gaming? What are different types of meeting? What are my private parts?	What are medicines? What is fire safety? What are needs and wants? What is a job? What is money?	What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break?	**RSHE: Growing & Changing** • Understand life cycles and how humans grow and change • Recognise basic differences between male and female bodies • Understand personal boundaries and space • Know the difference between safe and unsafe secrets • Identify when to ask for help • Recognise trusted adults and support networks
Year 3	Who are my key people? How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships?		What is bullying? How does school help me? What are emergency services? What are emergency situations?	What do we mean by risk? When should I break a secret? What words can I use to talk about my feelings? How can I share my worries?	How can I be a responsible citizen? What is the law and why do we have it? How do we enforce the law? What are pupils' rights?	How can vaccinations support our health? What is mental health? How can intense feelings feel? What am I good at?	**RSHE: Growing & Changing** • Understand that bodies grow and change over time • Recognise that bodies are different and differences are normal • Explain the importance of hygiene routines • Recognise that emotions can change as we grow • Identify and challenge simple stereotypes • Know how to ask for help and identify support networks

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	Relationships		Keeping Safe		Understanding the Law		Wellbeing
Year 4	How can we be role models? What is a healthy friendship? What is peer influence? Who makes up my community?		What are protected characteristics? What is diversity? What is discrimination? What is a hate crime?	How can I keep safe in my local area? How can I respect my environment? Who do I encounter? How can we keep safe on the road?	What are hazards in the home? What is first aid? How do my choices help me to be healthy? What are healthy habits?	Why is food fuel? How can I be a hygiene hero? What is my body trying to tell me? How does school build my character? What can I be?	**RSHE: Growing & Changing** • Understand what puberty is and when it happens • Identify early physical changes (e.g. sweating, body odour, hair growth) • Recognise emotional changes linked to puberty • Explain the importance of hygiene during body changes • Understand that everyone develops at different times • Know how to manage change and seek support
Year 5	How can my adult relationships affect my future? Why are our special people important? How do rules help our community? What are my personal boundaries? What is peer pressure?		What are online friendships? What is grooming? How do words have power? What are the risks with money? What is gambling?	How can we keep our things safe? How can we use our phones sensibly? What can and can't I do on the internet? What is media literacy? What are deep fakes? What is media influence?	What do I know about drugs? What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel?	How can drugs and alcohol make people feel? How might school impact the way I feel? How might my activity levels impact the way I feel?	**RSHE: Growing & Changing** • Understand physical changes during puberty in boys and girls • Recognise emotional changes during puberty • Understand menstruation clearly and factually • Explain the importance of hygiene during puberty • Understand the basics of reproduction (egg and sperm) • Know where to get support and ask questions

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	Relationships		Keeping Safe		Understanding the Law	Wellbeing	
Year 6	What is a debate? How can we respect different relationships? What does the law say about marriage? How can we be allies against racism?	How can we challenge sexism? What is my relationship with authority? Why does the media have age restrictions? How is my data shared?	What is spiking? What does the law say about drugs? What is the issue with addiction? (vaping/smoking) What different types of crime are there? What is antisocial behaviour?	What is a weapon? What is shop theft? How can I manage moving to high school positively? How can I get ready for secondary relationships?	What does adulthood look like? How can I reframe my thinking? What is grief? How can I seek support for my mental health?	**RSHE: Growing & Changing** • Understand physical changes during puberty in boys and girls • Recognise emotional changes during puberty • Understand menstruation clearly and factually • Explain the importance of hygiene during puberty • Understand the basics of reproduction (egg and sperm) • Know where to get support and ask questnons	

Puberty is taught progressively across Key Stage 2. Pupils begin by learning that bodies grow and change in Year 3, are prepared for early changes in Year 4, receive full statutory teaching including menstruation in Year 5, and revisit and apply this learning in Year 6 as part of transition to secondary school. This ensures all pupils are prepared before changes begin and can access support when needed.

Year	Puberty Learning
Year 2	Private body parts, privacy
Year 3	Bodies grow and change
Year 4	Early physical changes + hygiene
Year 5	Full puberty + menstruation
Year 6	Reinforcement + managing change

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