

# Hawley Primary School

## PSHE Long Term Overview Cycle A and B



### EYFS

#### Personal, Social and Emotional Development: Self-Regulation

##### Early Learning Goal

Children at the expected level of development will:

- 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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Personal, Social and Emotional Development: Managing Self

##### Early Learning Goal

Children at the expected level of development will:

- 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.

#### Personal, Social and Emotional Development: Building Relationships

##### Early Learning Goal

Children at the expected level of development will:

- 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.

### Statutory Content Coverage

#### By the end of primary school pupils will:

##### **Families and people who care for me**

##### **Pupils should know:**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### **Caring friendships**

##### **Pupils should know**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

# Hawley Primary School

## PSHE Long Term Overview Cycle A and B



- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships Pupils should know
  - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
  - the conventions of courtesy and manners.
  - the importance of self-respect and how this links to their own happiness.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
  - the importance of permission-seeking and giving in relationships with friends, peers and adults.

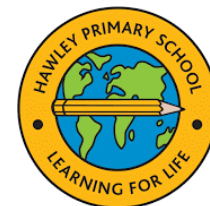
### **Online relationships**

#### **Pupils should know:**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online. Being safe Pupils should know
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

# Hawley Primary School

## PSHE Long Term Overview Cycle A and B



Cycle A (2025-2026)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Is There Room on a Broom for a Gruffalo?</b>	<b>In with a Bang</b>  <b>Celebrating You</b>	<b>Once Upon a Time</b>	<b>Eggcellent</b>	<b>It's a Bugs Life</b>	<b>Join Our Journey</b>
PSHE Objectives	<b>Health and wellbeing</b> Colour Monster	<b>Health and wellbeing</b> Colour monster and Have you filled a bucket today?	<b>Relationships</b> You Choose, Red Rockets and Rainbow Jelly, Hello Hello, The Family Book, We are going on a bear hunt	<b>Relationships</b> Egg, Blue Chameleon, Grumpy Frog, Mommy, Mama and Me,	<b>Living the Wider World</b> Dangers in the Home, Road Safety <b>Health and Wellbeing:</b> Conker the Chameleon, Harold's Worst Nightmare, Tad	<b>Health and Wellbeing</b> Oral health and Hygiene; The Selfish Crocodile  <b>Health and Wellbeing:</b> The Cautious Caterpillar, Transition
Year 1/2 Topic	<b>Out of Africa</b> <b>What is the same and different about us?</b>	<b>Fire! Fire!</b> <b>Who helps to keep us safe?</b>	<b>Rumble in the Jungle</b> <b>How can we look after each other and the world?</b>	<b>Marvelous Medicine!</b> <b>What jobs do people do?</b>	<b>Under the Sea</b> <b>Who is special to us?</b>	<b>Treasure Adventure</b> <b>What helps us stay healthy?</b>
PSHE Objectives	<b>Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies	<b>Health and wellbeing</b> Keeping safe; people who help us	<b>Living in the wider world</b> Ourselves and others; the world around us; caring for others; growing and changing	<b>Living in the wider world</b> People and jobs; money; role of the internet	<b>Relationships</b> <b>Ourselves and others;</b> people who care for us; groups we belong to; families	<b>Health and wellbeing</b> Being healthy; hygiene; medicines; people who help us with health
Year 3/4 Topic	<b>The Rolling Stone Age</b> <b>What strengths, skills and interests do we have?</b>	<b>Local Legacy (WW2)</b> <b>How do we treat each other with respect?</b>	<b>At Water's Edge</b> <b>What keeps us safe?</b>	<b>Natural Wonder</b> <b>How can our choices make a difference to others and the environment?</b>	<b>The Land of Roar</b> <b>How can we be a good friend?</b>	<b>Sporting Heroes</b> <b>Why should we keep active and sleep well?</b>
PSHE Objectives	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<b>Living in the wider world</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments	<b>Health and wellbeing</b> Being healthy: keeping active, taking rest
Year 5/6 Topic	<b>Reach for the Stars</b> <b>How can friends communicate safely?</b>	<b>Our Heroes (WW1)</b>	<b>Oh Maya!</b> <b>How can we help in accident or emergency?</b>	<b>Boom!</b> <b>What jobs would we like?</b>	<b>Eureka</b> <b>What will change as we become more independent? How do friends change as we grow?</b>	

# Hawley Primary School

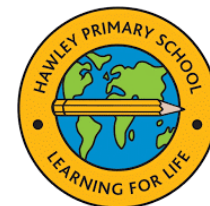
## PSHE Long Term Overview Cycle A and B



		How can drugs common to everyday life affect health?			
PSHE Objectives	<b>Relationships</b> Friendships; relationships; becoming independent; online safety	<b>Health and wellbeing</b> Drugs, alcohol and tobacco; healthy habits	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies	<b>Living in the wider world</b> Careers; aspirations; role models; the future	<b>Relationships</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school

# Hawley Primary School

## PSHE Long Term Overview Cycle A and B



Cycle B (2026-2027)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Is There Room on a Broom for a Gruffalo?</b>	<b>In with a Bang</b>  <b>Celebrating You</b>	<b>Once Upon a Time</b>	<b>Eggcellent!</b>	<b>It's a Bugs Life</b>	<b>Join Our Journey</b>
	<b>Health and wellbeing</b> Colour Monster	<b>Health and wellbeing</b> Colour monster and Have you filled a bucket today?	<b>Relationships</b> You Choose, Red Rockets and Rainbow Jelly, Hello Hello, The Family Book, We are going on a bear hunt	<b>Relationships</b> Egg, Blue Chameleon, Grumpy Frog, Mommy, Mama and Me,	<b>Living the Wider World</b> Dangers in the Home, Road Safety <b>Health and Wellbeing:</b> Conker the Chameleon, Harold's Worst Nightmare, Tad	<b>Health and Wellbeing Oral</b> health and Hygiene; The Selfish Crocodile  <b>Health and Wellbeing:</b> The Cautious Caterpillar, Transition
Year 1/2 Topic	<b>Hooray for Hawley!</b> <b>What makes a good friend?</b>	<b>Up, Up and Away</b> <b>What can we do with money?</b>	<b>Victorious Victorians</b> <b>What is bullying?</b>	<b>Into the Toy Box</b> <b>How do we recognise our feelings?</b>	<b>To the Rescue</b> <b>What helps us to stay safe?</b>	<b>Going for Gold!</b> <b>What helps us grow and stay healthy?</b>
PSHE Objectives	<b>Relationships</b> Friendship; feeling lonely; managing arguments	<b>Living in the wider world</b> Money; making choices; needs and wants	<b>Relationships</b> Behaviour; bullying; words and actions; respect for others	<b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up	<b>Health and wellbeing</b> Keeping safe; recognising risk; rules	<b>Health and wellbeing</b> Being healthy: eating, drinking, playing and sleeping
Year 3/4 Topic	<b>The Power of Words</b> <b>What makes a community?</b>	<b>Were the Romans Really Rotten?</b> <b>How will we grow and change?</b>	<b>Lights, Camera, Action</b> <b>What are families like?</b>	<b>Lights, Camera, Action</b> <b>How can we manage our feelings?</b>	<b>Walk Like an Egyptian</b> <b>Why should we eat well and look after our teeth?</b>	<b>Walk Like an Egyptian</b> <b>How can we manage risk in different places?</b>
PSHE Objectives	<b>Living in the wider world</b> Community; belonging to groups; similarities and differences; respect for others	<b>Health and wellbeing</b> Being healthy: eating well, dental care	<b>Relationships</b> Families; family life; caring for each other	<b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour	<b>SRE Week</b>  Change, Piuberty and Sexual Education	<b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk
Year 5/6	<b>Sensational Shang – The First Chinese Superpower</b> <b>What makes up a person's identity?</b>	<b>I'm a Geographer!</b> <b>What decisions can people make with money?</b>	<b>We Rule!</b> <b>How can the media influence people?</b>		<b>Ever Evolving</b> <b>How can we keep healthy as we grow?</b>	

# Hawley Primary School

## PSHE Long Term Overview Cycle A and B



<b>PSHE objectives</b>	<b>Health and wellbeing</b> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	<b>Living in the wider world</b> Money; making decisions; spending and saving	<b>Living the wider world</b> Media literacy and digital resilience; influences and decision-making; online safety	<b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility
------------------------	--	--	---	--