



# St. William's Catholic Primary School LTP Overview

PSHE/RSHE/Wellbeing Long Term Plan Overview

Year: 2025/26

**Key**  
 Scarf objectives  
 Journey in Love objectives  
 First Aid Links  
 Road Safety Workshops  
 Drowning Prevention Workshops  
 MHST: Wellbeing Sessions



|               | <b>Autumn 1</b><br>Me and my relationships  | <b>Autumn 2</b><br>Valuing Difference  | <b>Spring 1</b><br>Keeping Myself Safe  | <b>Spring 2</b><br>Rights and Responsibilities   | <b>Summer 1</b><br>Being My Best  | <b>Summer 2</b><br>Growing and Changing   |
|---------------|---|--|---|--|---|---|
| <b>EYFS</b>   | Talk about why we are each special, feelings, families and who can help<br><br><b>JIL Social and Emotional:</b> to recognise the joy of being a special person in my family                                     | Similarities and differences in families and homes<br><br><b>JIL: Physical</b><br>To recognise that we are all different and Unique  | Medicines, feelings and people who keep us safe   | Looking after myself, my classroom, home and money   | Looking after my body: Exercise, healthy food and a good night's sleep.   | Seasons, life cycle of plants and humans<br><br><b>First Aid: External Provider</b><br>Drowning Prevention Workshop<br><br><b>JIL: Spiritual</b><br>To celebrate the joy of being a special person in God's family  |
| <b>Year 1</b> | Classroom rules, feelings and friendships<br><br><b>JIL Social and Emotional:</b><br>To recognise signs that I am loved in my family  | Appreciate differences in others<br>Know difference between teasing, unkindness and bullying   | How medicines can make us feel better<br>Importance of sleep, people who can help us<br><br><b>JIL Physical:</b><br>To recognise how I am cared for and kept safe in my family                  | Looking after the school environment<br>Where money comes from   | Eat well plate, 5 a day<br>How to prevent the spread of disease, Overcoming challenges<br>resolving conflicts and positive feedback<br><br><b>JIL - Spiritual:</b><br>To celebrate ways that God loves and cares for u0073  | Taking care of a baby, toddler, now<br>Differences between teasing and bullying<br>Surprises and secrets<br>Keeping privates private<br><br><b>First Aid: External Provider</b><br>Drowning Prevention Workshop   |
| <b>Year 2</b> | Classroom rules<br>Understand the difference between bullying and teasing<br><br><b>JIL: Social and emotional</b><br>To recognise the joy and friendship of belonging to a diverse community                    | How do we make other's feel?<br>Being left out   | Keeping myself safe<br>Examples of things we can do to feel better without medicines<br>Saying 'no', safe secrets<br><br><b>JIL: Physical:</b><br>To describe ways of being safe in communities | Choices around behaviour Choices around money Keeping online information private   | Healthy and unhealthy choices Handwashing, vaccines Energy, exercise and sleep<br><br><b>JIL: Spiritual</b><br>To celebrate ways of meeting God's love in our communities   | Positive feedback<br>Identify feelings of loss and being reunited<br>People who can help in school or community<br>Looking after the environment<br>Respecting Privacy<br><b>First Aid: External Provider</b><br>Spotting dangers within the home environment.<br>Danger responses<br>Recovery Position<br>Drowning Prevention Workshop |
| <b>Year 3</b> | Dealing with loss<br>Resolving conflict<br>Looking after special people,<br><br><b>JIL: Social and Emotional</b><br>To describe and give reasons how friendships make us feel happy and safe<br><br>Road Safety | Recognise that repeated name calling is a form of bullying<br>Celebrating differences in communities and neighbours.<br><br>Understand what is meant by 'adoption' and 'fostering' | Identify strategies for assessing risk<br><br>Understand that medicines are 'drugs'   | Volunteers,<br>Who helps to keep us safe and healthy<br>Understand 'income' 'earnings' and 'spending'<br><br><b>JIL: Physical</b><br>To describe why friendships can break down, how they can be repaired and strengthened | Explain how the eatwell plate benefits the body<br>Reducing the risk of spreading infectious Diseases<br>Empathise with different view points<br>Talents<br><br><b>JIL: Spiritual</b><br>To celebrate the joy and happiness of living in friendship with God and others | Personal Space<br>Safe and unsafe secrets<br>None of your business: understanding how to stay safe online/how to protect yourself<br><b>First Aid: External Provider</b><br>Choking<br>Nose Bleeds CPR<br>Asthma Attack<br>Drowning Prevention Workshop   |

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|               |   |  |   |  |  |   |
|---------------|---|--|---|--|--|---|
| <b>Year 4</b> | <p>Strategies to deal with bullying What makes a positive, healthy relationship<br/>Teamwork and collaboration</p> <p><b>JIL: Social and Emotional</b><br/>To describe how we all should be accepted and respected</p>  | <p>Understand the terms 'negotiate' and 'difference'<br/>Recognise different relationship types</p> <p>Road Safety</p>   | <p>Understand the terms 'risk' and 'hazard'<br/>Explain safety issues for medicines</p> <p><b>JIL: Physical</b><br/>To describe how we should treat others making links with the diverse modern society we live in.</p> | <p>Being 'responsible'<br/>Reasons for rules<br/>Media influence<br/>Understand 'income' and 'expenditure', 'VAT', 'income tax' and 'National Insurance'</p>   | <p>Being unique making own choices<br/>Plan a healthy menu based on the eatwell plate<br/>7 R's<br/>School Community</p> | <p>Moving house<br/>Recognise how secrets and surprises might make them feel<br/>Negotiation and compromise<br/>First Aid: TBC<br/>Drowning Prevention Workshop</p> <p><b>JIL: Spiritual</b><br/>To celebrate the uniqueness and innate beauty of each of us</p>  |
| <b>Year 5</b> | <p>Identify what makes a relationship unhealthy<br/>Friendships<br/>Assertiveness, collaboration, online communication</p> <p><b>JIL: Social and Emotional</b><br/>To show knowledge and understanding of emotional relationship changes as we grow and develop</p>     | <p>Describe key qualities on friendship, how to make them last and why they sometimes end.<br/>Discrimination, injustice and racism<br/>Benefits of living in a diverse society</p>        | <p>Positive and negative risks<br/>Strategies to deal with face to face and online bullying<br/>Understand that not all medicines are drugs</p>   | <p>Difference between fact and opinion<br/>Current media health issues<br/>Difference between rights, responsibilities and duties<br/>Community groups<br/>Spending wisely (loans, debts, interest and credit)<br/>Local elections</p>                       | <p>Internal organs,<br/>Strengths and talents<br/>Improving the school community<br/>Star Qualities</p>                  | <p>Resilience<br/>Inappropriate touch Impact of actions<br/>Identify situations when someone may need to break a confidence<br/>Stereotypes</p> <p>First Aid: TBC<br/>Drowning Prevention Workshop</p> <p><b>JIL: Physical</b><br/>To show knowledge and understanding of the physical changes in puberty</p> <p><b>JIL: Spiritual:</b><br/>To celebrate the joy of growing physically and spiritually</p>  |
| <b>Year 6</b> | <p>Assertiveness<br/>Negotiations, compromise, solving friendship problems</p> <p><b>JIL: Social and Emotional</b><br/>To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> | <p>Suggest strategies of dealing with bullying as a Bystander</p> <p>Understand 'prejudice' and 'mutual respect'</p> <p>Recognising and celebrating difference<br/>Gender Stereotyping</p> | <p>Staying safe online.</p> <p>Different categories of drugs and the law</p> <p>Alcohol norms and consumption</p>   | <p>Explain difference between 'fact', 'opinion', 'biased' and 'unbiased',</p> <p>Money: Different ways of saving, jobs and taxes.</p> <p>Democracy: elections and laws<br/>Sustainability of the environment<br/>Purpose of a community /voluntary group</p> | <p>Aspirations and goal setting<br/>Assessing/managing risks</p>   | <p>Managing change<br/>Identify qualities people have as well as their looks<br/>Recognise media influence on Stereotypes</p> <p>First Aid: External Provider<br/>Bleeding</p> <p>Drowning Prevention Workshop</p> <p>Stress Management<br/>Transition Workshop<br/>Road Safety</p> <p><b>JIL: Physical</b><br/>To explain how human life conceived.</p> <p><b>JIL: Spiritual</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> |

# St. William's Catholic Primary School

## 2025/26 PSHE Enrichment Opportunities

**Visitors and other resources used to enhance the PSHE curriculum  
(some are referenced in the LTP above).**

**Note:** we will also aim to respond to the growing needs of individual cohorts.

| PSHE  | Health and Wellbeing   |  |
|---|--|--|
| <p><b>CORAM Education Workshops</b></p> <p>EYFS- All about me<br/>Year 1- My Wonderful Body<br/>Year 2- Feelings<br/>Year 3- Meet the Brain<br/>Year 4- It's Great to be Me!<br/>Year 5- Friends<br/>Year 6- Decisions</p>  | <p><b>Mental Health Schools Team</b></p> <p>Y6- Stress Management<br/>Y6- Transition<br/>Cohort dependent- Sleep Hygiene</p> | <p><b>Drowning Prevention Workshops (Canal and Water Safety Trust)</b></p> <p>Nursery- Year 6</p> <p>Spotting the dangers associated with open water.</p>  |
| Economic Wellbeing  | Personal Safety and Health Lifestyles  | Relationships  |
| <p>Money Management: Debt Aware (Financial Education)<br/>Y5 and Y6</p> <p><b>Money Management</b><br/>Tell the difference between needs and wants and explain why needs come first.<br/>Understand the importance of budgeting and saving for the future.<br/>Recognise different ways to pay for goods and services.<br/>Work and Income<br/>Identify the skills and qualifications needed for different jobs.<br/>Explain why pay differs between occupations.<br/>Understand the difference between gross and net pay.<br/>Recognise the importance of career planning.</p> <p><b>Financial Choices and Risks</b><br/>Explain why people borrow money, where they borrow from, and the difference between affordable and problem borrowing.<br/>Understand what financial risk is and why gambling can be harmful.<br/>Judge whether something offers good value for money and how advertising can influence decisions.</p> | <p><b>Cycling Proficiency</b><br/>Year 6- Bikeability</p> <p><b>Food Hygiene</b><br/>Year 3</p>                              | <p><b>Anti-bullying Workshop</b></p> <p>EYFS- Celebrating difference and appreciating diversity.<br/>Key Stage One- (As above)<br/>Key Stage Two- (As above), everyday racism, allyship, changemakers.</p> |

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|--|---|---|
| Describe what entrepreneurship is and how business ideas can be developed.                       |   |   |
| <b>Road Safety</b>   | <b>Health and Wellbeing</b>                                       | <b>Rock Kidz UK<br/>Mental Health and Wellbeing</b> |
| Year 3- Identifying Hazards<br>Year 4-<br>Year 6- Moving up to High School<br>(Urban Camouflage) | Tri-Kidz (Triathlon participation workshops)<br><br>Year 1-Year 6 | Nursery-Year 6                                      |