



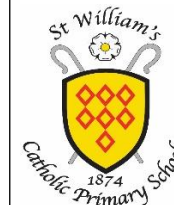
# St. William's Catholic Primary School LTP Overview

## PSHE/RSHE Long Term Plan Overview

Year: 2026/27

"Pol-Ed resources are used to enhance PSHE delivery, particularly within safeguarding, online safety, law and citizenship, ensuring pupils understand real-life risk, develop informed decision-making skills and know how to seek help."

**Key**  
 Scarf objectives  
 Journey in Love objectives  
 First Aid Links  
 Road Safety Workshops  
 Drowning Prevention Workshops  
 MHST: Wellbeing Sessions (Bespoke to School.)  
 Pol-Ed Lessons



|                  | <b>Autumn 1</b><br><b>Me and my relationships</b>                                                                                                                                                 | <b>Autumn 2</b><br><b>Valuing Difference</b>                                                                 | <b>Spring 1</b><br><b>Keeping Myself Safe</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Spring 2</b><br><b>Rights and Responsibilities</b>                                                                                                            | <b>Summer 1</b><br><b>Being My Best</b>                                                              | <b>Summer 2</b><br><b>Growing and Changing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Nursery</b>   | <p>Recognising what makes them unique and identifying special people in their lives.</p> <p><b>JIL Social and Emotional:</b><br/>To recognise the joy of being a special person in my family.</p> | <p>Learn to build friendships, develop kindness and respect others, including understanding differences.</p> | <p>Learn how to stay safe, identify trusted adults and make simple healthy and safe choices.</p> <p><b>JIL: Physical:</b><br/>To recognise that we are all different and Unique.</p> <p>Pol-Ed (Keeping Safe) How Can I keep safe at home?</p> <p>Pol-Ed (Understanding the Law):<br/>Who are the Police and how do they help us?</p>                                                               | <p>Learn to care for ourselves, others and their environment, developing early responsibility.</p> <p>Pol-Ed (Understanding Law):<br/>What are consequences?</p> | <p>Learn about healthy lifestyles, including what our bodies need to stay well.</p>                  | <p>Understand how living things change over time, including seasonal changes, animal life cycles, and how humans grow from birth.</p> <p><b>JIL: Spiritual:</b><br/>To celebrate the joy of being a special person in God's family.</p>                                                                                                                                                                                                                                                  |
| <b>Reception</b> | <p>Talk about why we are each special, feelings, families and who can help</p> <p><b>JIL Social and Emotional:</b><br/>To recognise the joy of being a special person in my family.</p>           | <p>Identify similarities and differences in families and homes</p>                                           | <p>Understand how to use medicines safely, recognise and manage feelings, and identify trusted people who help keep us safe</p> <p><b>JIL: Physical:</b><br/>To recognise that we are all different and Unique.</p> <p>NSPCC Talk PANTS lesson</p> <p>Pol-Ed (Keeping Safe) How Can I keep safe at home?</p> <p>Pol-Ed (Understanding the Law):<br/>Who are the Police and how do they help us?</p> | <p>Looking after myself, my classroom, home and money</p>                                                                                                        | <p>Understand how to keep my body healthy through exercise, balanced nutrition and adequate rest</p> | <p>Understand seasonal changes and explore the life cycles of plants, animals and humans, including how people grow and change over time, developing awareness of future aspirations and body awareness (adapted appropriately to exclude reproduction).</p> <p><b>First Aid: External Provider</b><br/>Drowning Prevention Workshop</p> <p><b>JIL: Spiritual:</b><br/>To celebrate the joy of being a special person in God's family.</p> <p>NSPCC Talk PANTS lesson (Revisitation)</p> |

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| Year 1 | <p>Understand classroom rules, recognise and manage feelings, and develop positive friendships.</p> <p><b>JIL Social and Emotional:</b><br/>To recognise signs that I am loved in my family.</p>                                                                                                                                                 | <p>Appreciate differences in others<br/>Know difference between teasing, unkindness and bullying</p>                                                                                       | <p>How medicines can make us feel better<br/>Importance of sleep, people who can help us</p> <p><b>JIL Physical:</b><br/>To recognise how I am cared for and kept safe in my family.</p> <p><b>NSPCC Talk PANTS lesson</b></p> <p><b>Pol-Ed: What is 999?</b><br/>Reinforcing trusted adults and getting help quickly in unsafe situations.</p>                                                  | <p>Understand how to look after the school environment and develop awareness of where money comes from</p>                                                                                                                                                                                                                  | <p>Eat well plate, 5 a day<br/>How to prevent the spread of disease, Overcoming challenges<br/>resolving conflicts and positive feedback</p> <p><b>JIL - Spiritual:</b><br/>To celebrate ways that God loves and cares for you.</p>                                                                                                                                       | <p>Taking care of a baby, toddler, now<br/>Differences between teasing and bullying<br/>Surprises and secrets<br/>Keeping privates private</p> <p><b>First Aid: External Provider</b></p> <p><b>Drowning Prevention Workshop</b></p>                                                                                                                                                                                                             |
| Year 2 | <p>Children learn about the importance of classroom rules and develop an understanding of the difference between bullying and teasing.</p> <p><b>JIL: Social and emotional:</b><br/>To recognise the joy and friendship of belonging to a diverse community.</p>                                                                                 | <p>How do we make other's feel?<br/>Being left out</p>                                                                                                                                     | <p>Children learn how to keep themselves safe, explore ways to manage common illnesses without medicines, and understand how to say 'no' and recognise the difference between safe and unsafe secrets.</p> <p><b>JIL: Physical:</b><br/>To describe ways of being safe in communities</p> <p><b>NSPCC Talk PANTS lesson</b></p> <p><b>Pol-Ed (Keeping Safe):</b> How can I keep safe online?</p> | <p>Choices around behaviour Choices around money<br/>Keeping online information private</p>                                                                                                                                                                                                                                 | <p>Children learn how to keep healthy, understand what their bodies need, develop resilience, work with others, take responsibility for their wellbeing and build confidence in their achievements.</p> <p><b>JIL: Spiritual:</b><br/>To celebrate ways of meeting God's love in our communities</p>                                                                      | <p>Children learn to give and receive positive feedback, understand feelings linked to loss and reunion, identify people who can help them in school and the wider community, and develop awareness of caring for the environment and respecting privacy.</p> <p><b>First Aid: External Provider</b><br/>Spotting dangers within the home environment.<br/>Danger responses<br/>Recovery Position</p> <p><b>Drowning Prevention Workshop</b></p> |
| Year 3 | <p>Children learn to understand and manage feelings linked to loss, develop strategies to resolve conflict, and recognise how to care for and support the people who are important to them.</p> <p><b>JIL: Social and Emotional:</b><br/>To describe and give reasons how friendships make us feel happy and safe.</p> <p><b>Road Safety</b></p> | <p>Recognise that repeated name calling is a form of bullying<br/>Celebrating differences in communities and neighbours.</p> <p>Understand what is meant by 'adoption' and 'fostering'</p> | <p>Children learn to recognise and assess risk in different situations, and develop an understanding that medicines are a type of drug that must be used safely.</p> <p><b>Pol-Ed (Keeping Safe):</b> What do we mean by risk?</p> <p><b>Pol-Ed (Keeping Safe)</b> What are emergency services and how do they help us?</p>                                                                      | <p>Volunteers,<br/>Who helps to keep us safe and healthy<br/>Understand 'income' 'earnings' and 'spending'</p> <p><b>JIL: Physical:</b><br/>To describe why friendships can break down, how they can be repaired and strengthened.</p> <p><b>Pol-Ed (Understanding the Law):</b> What is the law and why do we have it?</p> | <p>Children learn about the importance of a balanced diet using the Eatwell Plate, understand how to reduce the spread of infectious diseases, develop empathy by considering different viewpoints, and recognise and celebrate individual talents.</p> <p><b>JIL: Spiritual:</b><br/>To celebrate the joy and happiness of living in friendship with God and others.</p> | <p>Personal Space<br/>Safe and unsafe secrets<br/>None of your business: understanding how to stay safe online/how to protect yourself</p> <p><b>First Aid: External Provider</b><br/>Choking<br/>Nose Bleeds CPR<br/>Asthma Attack</p> <p><b>Drowning Prevention Workshop</b></p> <p><b>Pol-Ed:</b> How can we use our devices safely and responsibly?</p>                                                                                      |

# St. William's Catholic Primary School LTP Overview

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| Year 4 | <p>Strategies to deal with bullying<br/>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>Pol-Ed: What is discrimination?</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>NSPCC Talk PANTS lesson</p> <p>Pol-Ed: What do we mean by risk?</p>                             | <p>Understand the importance of being responsible, explore reasons for rules, recognise media influence, and develop awareness of income and expenditure, including taxes and National Insurance.</p> <p>Pol-Ed: How can we be responsible citizens?</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 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>                                          |
| Year 5 | <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>Pol-Ed (Relationship): What is peer pressure?</p> <p>Pol-Ed (Relationships): What are online friendships?</p> <p>Pol-Ed (Relationships): What is grooming?</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 (predict, assess and manage risk)<br/>Strategies to deal with face to face and online bullying<br/>Understand that not all medicines are drugs<br/>Health risks associated with vaping.</p> <p>NSPCC Talk PANTS lesson</p> <p>Pol-Ed (Keeping Safe): How can we use our phones sensibly?</p> | <p>Understand the difference between fact and opinion, recognise rights, responsibilities and duties, and develop awareness of money management, community roles, media influence and democratic processes.</p> <p><b>JIL: Physical:</b><br/>To show knowledge and understanding of the physical changes in puberty.</p> | <p>Internal organs and body systems.<br/>Strengths and talents<br/>Improving the school community 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</p> <p>Drowning Prevention Workshop</p> <p><b>JIL: Spiritual:</b><br/>To celebrate the joy of growing physically and spiritually.</p> |

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| <p>Understand how to be assertive, resolve friendship problems and use strategies such as negotiation and compromise.</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><b>Pol-Ed (Relationships):</b> How can I get ready for secondary relationships?</p> | <p>Understand how to challenge bullying as a bystander, explore prejudice and mutual respect, and recognise and celebrate differences, including gender stereotypes</p> | <p>Understand how to stay safe online and develop awareness of drugs, alcohol and the law, including making informed and responsible choices.</p> <p><b>NSPCC Talk PANTS lesson</b></p> | <p>Understand the difference between fact and opinion, recognise bias, and develop awareness of money, democracy, community roles and environmental responsibility.</p> <p><b>JIL: Physical</b><br/>To explain how human life conceived</p> <p><b>Pol-Ed (Understanding the Law):</b> What are the different types of crime?</p> | <p>Understand how to set goals, develop aspirations and assess and manage risk.</p> | <p>Understand how to manage change, recognise that people have qualities beyond appearance, and explore how media can influence stereotypes.</p> <p><b>First Aid: External Provider Bleeding</b></p> <p><b>Drowning Prevention Workshop</b></p> <p><b>Stress Management</b></p> <p><b>Transition Workshop</b></p> <p><b>Road Safety</b></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> <p><b>Pol-Ed (Wellbeing):</b> How can I manage moving to high school positively?</p> |
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# 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                                                                                                                                                                                                        |                                                                                                                                                           |
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| <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 (Summer)<br/> Y2/Y6- Transition<br/> Y4/Y6- Sleep Hygiene<br/> Y3/Y5- Resilience Workshop<br/> Children's Mental Health Assembly and parent workshop.</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/> Y4, 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>                                                                                                                           |                                                                                                                                                           |

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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 1 and 2- Road Safety Drama Performance<br>Year 3- Identifying Hazards<br>Year 4- Identifying Hazards<br>Year 6- Moving up to High School (Urban Camouflage) | Tri-Kidz (Triathlon participation workshops)<br><br>Year 1-Year 6 | Nursery-Year 6                                      |

# British Red Cross: First Aid Champions

## First Aid Teaching Resources:

[https://firstaidchampions.redcross.org.uk/media/djanze0/primary-teacher-sequence\\_first-aid-champions-1.pdf](https://firstaidchampions.redcross.org.uk/media/djanze0/primary-teacher-sequence_first-aid-champions-1.pdf)

| First Aid Champions<br>Overview of learning |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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| Focus                                       |                                                                                                                                                                                                                           | SCARF Link                                                                                                                                                                                                                                              | Focus                                                                                                                                                                                                                           | SCARF Link                                                                                                                                                                                                                                                                             |
| Nursery                                     |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         | <b>Focus:</b> Simple First Aid Actions<br><br>Children learn why first aid helps and practice basic treatments.<br><br>Key content includes cuts, bruises, nosebleeds and minor burns.                                          | <b>SCARF Theme Focus: Being My Best</b><br><br>Children explore how the body heals and why first aid is important. They learn practical responses to cuts, grazes, nosebleeds and minor burns with adult support.                                                                      |
|                                             |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         | <b>Focus:</b> Emergency Awareness<br>Children learn what constitutes an emergency and how to respond safely.<br><br>Key content includes <b>unconsciousness awareness, recovery position introduction and asthma awareness.</b> | <b>SCARF Theme Focus: Keeping Myself Safe / Rights and Responsibilities</b><br><br>Children develop awareness of emergency situations, including unconsciousness. They learn how to contact emergency services and understand their responsibility to keep themselves and others safe. |
| Reception                                   |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| Year 1                                      | <b>Focus:</b> Awareness and Safety<br>Children learn what first aid is, how to stay safe, and who to ask for help.<br><br>Key content includes <b>recognising danger, trusted adults, and emergency services.</b>         | <b>SCARF Theme Keeping Myself Safe</b><br><br>Children learn what first aid means, how to recognise unsafe situations, and who can help them. They identify trusted adults and understand that help should be sought immediately if someone is hurt.    | <b>Focus:</b> Practical Responsibility<br><br>Children develop confidence responding to injuries.<br><br>Key content includes <b>bleeding, bandaging, burns and choking awareness.</b>                                          | <b>SCARF Theme Focus: Being My Best / Valuing Difference</b><br><br>Children gain confidence responding to injuries such as bleeding and burns. They learn how health conditions like asthma may affect people differently and how to respond with care and respect.                   |
|                                             |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
| Year 2                                      | <b>Focus:</b> Helping Safely<br>Children learn to comfort others, recognise minor injuries, and practice getting help.<br><br>Key content includes <b>small cuts, plasters, hygiene and emergency calls with support.</b> | <b>SCARF Theme Focus: Keeping Myself Safe / Being My Best</b><br><br>Children learn how to help safely by comforting someone who is hurt, recognising minor injuries, and practicing good hygiene. They explore how to ask for help clearly and calmly. | <b>Focus:</b> CPR and Emergency Response<br><br>Children learn hands-only CPR and how to act independently in emergencies.<br><br>Key content includes <b>CPR practice, AED awareness and emergency teamwork.</b>               | <b>SCARF Theme Focus: Keeping Myself Safe (Statutory)</b><br><br>Children learn about emergency response, including hands-only CPR and AED awareness. They practice staying calm, working as a team and taking responsibility in emergency situations.                                 |
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| Year 3                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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| Year 4                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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| Year 5                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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| Year 6                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
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