St. William's Catholic Primary Schoo 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
DIAS Healthy Relationships Workshops

	Autumn 1 Me and my relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being My Best	Summer 2 Growing and Changing
Nursery	Recognise what makes them unique, identifying special people in their lives and building positive relationships with others. . **JIL Social and Emotional:** To recognise the joy of being a special person in my family.	Build friendships, showing kindness and beginning to recognise, value and respect differences. **JIL: Physical:** To recognise that we are all different and Unique. Road Safety	Recognise how to stay safe, identifying trusted adults and making simple healthy and safe choices. **Pol-Ed (Keeping Safe)** How Can I keep safe at home? Pol-Ed (Understanding the Law): Who are the Police and how do they help us?	Care for themselves, others and their environment, and beginning to develop a sense of responsibility and understand that actions have consequences. . **Pol-Ed (Understanding Law):** What are consequences?	Develop an understanding of healthy lifestyles and recognising what their bodies need to stay healthy and well.	Recognise how living things change over time, including seasonal changes, animal life cycles and how humans grow from birth. **First Aid: External Provider** Drowning Prevention Workshop **JIL: Spiritual:** To celebrate the joy of being a special person in God's family.
Project Evolve: Online Safety	**Self-Image and Identity** Recognise simple feelings and know they can go to an adult for help.	**Online Relationships/Online Bullying** Recognise ways in which the internet can be used to communicate.	**Privacy and Security** Identify some simple examples of my personal information.	**Online Reputation** Recognise some ways information can be seen online.	**Health Wellbeing and Lifestyle** Identify rules that help keep us safe and healthy in and beyond the home when using technology.	**Managing Online Information** Talk about how to use the internet as a way of finding information online.

Reception	Recognise what makes us special, identifying and expressing feelings, exploring families and knowing who can help us. **JIL Social and Emotional:** To recognise the joy of being a special person in my family. DIAS Healthy Relationships Workshops	Recognise similarities and differences between families and homes and respecting that families may be different. **JIL: Physical:** To recognise that we are all different and Unique. Road Safety	Develop an understanding of how to use medicines safely, manage feelings and identify trusted people who help keep us safe. **NSPCC Talk PANTS lesson** **Pol-Ed (Keeping Safe):** How Can I keep safe at home? **Pol-Ed (Understanding the Law):** Who are the Police and how do they help us?	Develop responsibility for looking after ourselves, our belongings and our environments, and beginning to understand how money is used.	Develop an understanding of how exercise, balanced nutrition and adequate rest help to keep our bodies healthy.	Exploring seasonal change and life cycles, recognising how people grow and change over time and beginning to consider future aspirations. **First Aid: External Provider** Drowning Prevention Workshop **JIL: Spiritual:** To celebrate the joy of being a special person in God's family. **NSPCC Talk PANTS lesson (Revisitation)**
Project Evolve: Online Safety	**Self-Image and Identity** Tell someone if something online or in real life makes me feel sad, worried or upset.	**Online Relationships/Online Bullying** Give examples of how I (might) use technology to communicate with people I know.	**Privacy and Security** Describe who would be trustworthy to share personal information with; I can explain why these people are trusted.	**Online Reputation** Recognise that information can be shared online for others to see.	**Health Wellbeing and Lifestyle** Say how online rules/guides can help anyone accessing technology.	**Managing Online Information** Identify devices I could use to access information on the internet.
Year 1	Understand classroom rules, recognising and managing feelings, and developing positive friendships. **JIL Social and Emotional:** To recognise signs that I am loved in my family. DIAS Healthy Relationships Workshops	Recognise and appreciate differences in others, and beginning to understand the difference between teasing, unkindness and bullying.	Understand how medicines can help us feel better when used safely. **JIL Physical:** To recognise how I am cared for and kept safe in my family. **NSPCC Talk PANTS lesson** **Pol-Ed:** What is 999? Reinforcing trusted adults and getting help quickly in unsafe situations.	Understand how to care for the school environment and beginning to develop an awareness of money and where it comes from.	Recognise healthy food choices (food plate) and understanding the importance of eating a variety of fruit and vegetables. **JIL – Spiritual:** To celebrate ways that God loves and cares for you.	Recognise how they have grown and changed, developing an understanding of safe and respectful relationships, and learning about appropriate boundaries, privacy and trusted adults. **First Aid: External Provider** Awareness and Safety Children learn what first aid is, how to stay safe, and who to ask for help. Key content includes recognising danger, trusted adults, and emergency services Drowning Prevention Workshop

Project Evolve: Online Safety	**Self-Image and Identity** Recognise that there may be people online who could make someone feel sad, embarrassed or upset.	**Online Relationships/Online Bullying** Give examples of when I should ask permission to do something online and explain why this is important. Explain why things one person finds funny or sad online may not always be seen in the same way by others.	**Privacy and Security** Explain how passwords are to used to protect information, accounts and devices. Explain why it is important to ask a trusted adult before sharing any personal information.	**Online Reputation** Describe what information I should not share online without asking a trusted adult first.	**Health Wellbeing and Lifestyle** Explain rules to keep myself safe when using technology both in and out of the home.	**Managing Online Information** Know how to get help from trusted adult if we see content that makes us feel sad, uncomfortable or worried. Understand that we can encounter a range of things online which are real or make believe.
Year 2	Understand why we have classroom rules and beginning to recognise the difference between bullying and teasing. **JIL: Social and emotional:** To recognise the joy and friendship of belonging to a diverse community. **DIAS Healthy Relationships Workshops**	Recognise how our actions can make others feel and understanding the importance of including others.	Keep ourselves safe, exploring ways to manage common illnesses without medicines, and understanding how to say 'no' and recognise safe and unsafe secrets. **JIL: Physical:** To describe ways of being safe in communities **NSPCC Talk PANTS lesson** **Pol-Ed (Keeping Safe):** How can I keep safe online?	Make positive choices about behaviour and money, and understanding how to keep personal information private online.	Develop healthy habits, recognising what their bodies need, building resilience, working positively with others, taking increasing responsibility for their wellbeing and developing confidence in their achievements. **JIL: Spiritual:** To celebrate ways of meeting God's love in our communities	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. **First Aid: External Provider** Focus: Helping Safely Children learn to comfort others, recognise minor injuries, and practice getting help. Key content includes small cuts, plasters, hygiene and emergency calls with support. Drowning Prevention Workshop
Project Evolve: Online Safety	**Self-Image and Identity** Explain how other people may look and act differently offline and online.	**Online Relationships/Online Bullying** Give examples of how someone might use technology to communicate with others they don't know online and why this might be risky. Explain why I should always ask a trusted adult before clicking yes, agree or accept online. Explain what bullying is, how people may bully others and how it makes someone feel.	**Privacy and Security** Describe and explain some rules for keeping personal information private.	**Online Reputation** Explain how information put online about someone can last for a long time.	**Health Wellbeing and Lifestyle** Explain simple guidance for using technology in different environments and settings.	**Managing Online Information** Explain what voice activated searching is and how it might be used. Explain why some information I find online may not be real or true.

Year 3	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. **JIL: Social and Emotional:** To describe and give reasons how friendships make us feel happy and safe. Road Safety **Pol-Ed (Keeping Safe)** How Can I Share My Worries? DIAS Healthy Relationships Workshops	Recognise that repeated name calling is a form of Bullying Celebrate differences in communities and neighbours. Understand what is meant by 'adoption' and 'fostering'	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. **Pol-Ed (Keeping Safe):** What do we mean by risk? **Pol-Ed (Keeping Safe)** What are emergency services and how do they help us?	Learn about volunteers, who helps to keep us safe and healthy Understand 'income' 'earnings' and 'spending' **JIL: Physical:** To describe why friendships can break down, how they can be repaired and strengthened. **Pol-Ed (Understanding the Law):** What is the law and why do we have it? **Pol-Ed (Understanding the Law):** How do we enforce the Law? **Pol-Ed (Understanding the Law):** How Can I Be a Responsible Citizen?	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. **JIL: Spiritual:** To celebrate the joy and happiness of living in friendship with God and others.	Develop the knowledge and skills to recognise risks, stay safe, and build positive relationships both online and offline. They will understand the difference between safe and unsafe secrets, know when and how to seek help from trusted adults, and make responsible choices that support their wellbeing and safety. **First Aid: External Provider** Choking Nose Bleeds CPR Asthma Attack Drowning Prevention Workshop **Pol-Ed:** How can we use our devices safely and responsibly?
Project Evolve: Online Safety	**Self-Image and Identity** Explain ways in which someone might change their identity depending on what they are doing online and why.	**Online Relationships/Online Bullying** Explain what is meant by trusting someone online and why this is different from liking someone online. Give examples of how bullying behaviour could appear online and how someone can get support.	**Privacy and Security** Describe how connected devices can collect and share anyone's information with others.	**Online Reputation** Explain how to search for information about others online.	**Health Wellbeing and Lifestyle** Explain why some online activities have age restrictions and why it is important to follow them. Explain why spending too much time using technology can sometimes have a negative impact.	**Managing Online Information** Explain how the internet can be used to buy and sell things.

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Year 4	Learn about strategies to deal with bullying; what makes a positive, healthy relationship; teamwork and collaboration **JIL: Social and Emotional:** To describe how we all should be accepted and respected. DIAS Healthy Relationships Workshops	Recognise and celebrate difference (including religions and cultural difference) Understanding and challenging stereotypes Road Safety **Pol-Ed:** What is discrimination?	Manage risk including online risks. Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety and behaviours **JIL: Physical:** To describe how we should treat others making links with the diverse modern society we live in. **NSPCC Talk PANTS lesson** **Pol-Ed:** What do we mean by risk?	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. **Pol-Ed (Understanding the Law):** How can we be responsible citizens?	Develop the confidence to make informed choices about their health and wellbeing, take responsibility for caring for the environment, and recognise, value and build on their own skills, strengths and interest	Develop the skills to recognise and manage difficult feelings, build positive and respectful relationships, and understand the importance of commitment, including marriage and other long-term relationships, in promoting wellbeing and family life. **First Aid: Emergency Awareness** Children learn what constitutes an emergency and how to respond safely. Drowning Prevention Workshop **JIL: Spiritual:** To celebrate the uniqueness and innate beauty of each of us.
Project Evolve: Online Safety	**Self-Image and Identity** Explain that others online can pretend to be someone else.	**Online Relationships/Online Bullying** Give examples of how to be respectful to others online and describe how to recognize healthy and unhealthy behaviours. Describe strategies for safe and fun experiences in a range of online social environments.	**Privacy and Security** Describe that internet use is never fully private and is monitored. Know what the digital age of consent is and the impact that this has on online services asking for content.	**Online Reputation** Explain ways that some of the information about anyone online could have been created, copied or shared by others.	**Health Wellbeing and Lifestyle** Identify times or situations when someone may need to limit the amount of time they use technology.	**Managing Online Information** Describe some of the methods used to encourage people to buy things online and can recognize some of these.

Year 5	Identify what makes a relationship unhealthy Friendships Assertiveness, collaboration, online communication **JIL: Social and Emotional:** To show knowledge and understanding of emotional relationship changes as we grow and develop. **Pol-Ed (Relationship):** What is peer pressure? **Pol-Ed (Relationships):** What are online friendships? **Pol-Ed (Relationships):** What is grooming? **DIAS Healthy Relationships Workshops**	Describe key qualities on friendship, how to make them last and why they sometimes end. Discrimination, injustice and racism Benefits of living in a diverse society **Pol-Ed (Keeping Safe):** Deep Fakes	Develop the skills to manage risk, stay safe online and in relationships, and make informed choices about their health, including understanding medicines, drugs, smoking and vaping. **NSPCC Talk PANTS lesson** **Pol-Ed (Keeping Safe):** How can we use our phones sensibly?	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. **JIL: Physical:** To show knowledge and understanding of the physical changes in puberty. **Pol-Ed (Understanding the Law)** What is gambling?	Internal organs and body systems. Strengths and talents Improving the school community Star Qualities	Resilience Inappropriate touch Impact of actions Identify situations when someone may need to break a confidence Stereotypes **First Aid: Emergency Awareness** Focus: Practical Responsibility Children develop confidence responding to injuries. Key content includes bleeding, bandaging, burns and choking awareness. Drowning Prevention Workshop **JIL: Spiritual:** To celebrate the joy of growing physically and spiritually.
Project Evolve: Online Safety	**Self-Image and Identity** Explain how identity online can be copied, modified or altered.	**Online Relationships/Online Bullying** Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others. Explain that there are some people I communicate with online who may want to do me or my friends harm.	**Privacy and Security** Explain how many free apps or services may read and share private information with others.	**Online Reputation** Identify a range of ways to report concerns and access support both in school and at home about online bullying. Explain how to block abusive users.	**Health Wellbeing and Lifestyle** Explain how and why some apps and games may request or take payment for additional content and the importance of seeking consent. Describe ways technology can affect health and wellbeing both positively and negatively.	**Managing Online Information** Describe ways of identifying when online content has been commercially sponsored or boosted. Explain what is meant by a hoax. I can explain why someone would need to think carefully before they share.

Year 6	Understand how to be assertive, resolve friendship problems and use strategies such as negotiation and compromise. **JIL: Social and Emotional** To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart if happy families. **Pol-Ed (Relationships):** How can I get ready for secondary relationships? **DIAS Healthy Relationships Workshops**	Understand how to challenge bullying as a bystander, explore prejudice and mutual respect, and recognise and celebrate differences, including gender stereotypes	Develop an understanding of emotional wellbeing and emotional needs, recognise how to stay safe and responsible online, understand the impact of their digital footprint, and make informed decisions about drugs by understanding their risks, social influences and the law. NSPCC Talk PANTS lesson	Understand how to think critically about media and online information, contribute positively to communities and the environment, manage money responsibly, and participate as an active and informed citizen in a democratic society. **JIL: Physical** To explain how human life conceived **Pol-Ed (Understanding the Law):** What are the different types of crime? .	Develop aspirations for the future, understand how to assess and manage risk, maintain positive physical and emotional wellbeing, and apply digital literacy and critical thinking skills to make safe and informed decisions.	Recognise positive ways to manage change, challenge stereotypes, value diversity, and understand how to stay safe online, including when using AI and encountering deep fakes. **First Aid: Emergency Awareness** CPR and Emergency Response Drowning Prevention Workshop Stress Management Transition Workshop Road Safety **JIL: Spiritual** 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 **Pol-Ed (Wellbeing):** How can I manage moving to high school positively?
Project Evolve: Online Safety	**Self-Image and Identity** Identify and critically evaluate online content relating to gender, race, religion, disability and culture.	**Online Relationships/Online Bullying** Explain that taking or sharing inappropriate images of someone even if they say it is okay may have an impact for the sharer and others; and who can help if someone is worried about this. Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not	**Privacy and Security** Describe ways in which some online targets people to gain money or information illegally. I can describe strategies to help me identify such content e.g. scams/phishing.	**Online Reputation** Explain strategies anyone can use to protect their digital personality and online reputation.	**Health Wellbeing and Lifestyle** Describe how to be kind and show respect for others online. Explain how someone would report online bullying in different contexts. Describe how to capture bullying content as evidence.	**Managing Online Information** Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). Describe the difference between online misinformation and dis-information. Identify, flag and report inappropriate content.

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.

<table>
<tr><th colspan="2">PSHE</th><th colspan="2">Health and Wellbeing</th></tr>
<tr><td colspan="2">CORAM Education Workshops

EYFS- All about me
Year 1- My Wonderful Body
Year 2- Feelings
Year 3- Meet the Brain
Year 4- It's Great to be Me!
Year 5- Friends
Year 6- Decisions</td><td>Mental Health Schools Team

Y6- Stress Management (Summer)
Y2/Y6- Transition
Y4/Y6- Sleep Hygiene
Y3/Y5- Resilience Workshop
Y5- Stress and Anxiety
Children's Mental Health Assembly and parent workshop.</td><td>Drowning Prevention Workshops (Canal and Water Safety Trust)

Nursery- Year 6

Spotting the dangers associated with open water.</td></tr>
<tr><th>Economic Wellbeing</th><th>Personal Safety and Health Lifestyles</th><th>Relationships</th></tr>
<tr><td>Money Management: Debt Aware (Financial Education)
Y4, Y5 and Y6

Money Management
Tell the difference between needs and wants and explain why needs come first.
Understand the importance of budgeting and saving for the future.
Recognise different ways to pay for goods and services.
Work and Income
Identify the skills and qualifications needed for different jobs.
Explain why pay differs between occupations.
Understand the difference between gross and net pay.
Recognise the importance of career planning.

Financial Choices and Risks
Explain why people borrow money, where they borrow from, and the difference between affordable and problem borrowing.
Understand what financial risk is and why gambling can be harmful.
Judge whether something offers good value for money and how advertising can influence decisions.
Describe what entrepreneurship is</td><td>Cycling Proficiency
Year 6- Bikeability

Food Hygiene
Year 3</td><td>DIAS (Wigan Borough Domestic Abuse Service) Healthy Relationship Workshops (Reception-Year 6)</td></tr>
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and how business ideas can be developed.		
Road Safety	**Health and Wellbeing**	**Rock Kidz UK** **Mental Health and Wellbeing**
Year 1 and 2- Road Safety Drama Performance Year 3- Identifying Hazards Year 4- Identifying Hazards Year 6- Moving up to High School (Urban Camouflage)	Tri-Kidz (Triathlon participation workshops) Year 1-Year 6 Balance Bike Training- Nursery-Reception (Summer Term)	Nursery-Year 6
Online Safety		
Years Reception- Year 6 Cyber Critical Workshops 'Into the Screen'- workshops for Reception- Year 2 (Developing internet awareness) Altru-Drama: Online Safety and Social Media Year 6- Careers Learning with BT		

British Red Cross: Firs Aid Champions
First Aid Teaching Resources:
https://firstaidchampions.redcross.org.uk/media/djanzje0/primary-teacher-sequence_first-aid-champions-1.pdf

First Aid Champions Overview of learning					
Focus		**SCARF Link**	**Focus**		**SCARF Link**
Nursery	**Focus:** Awareness and Safety **Spotting dangers.** **Simple ways to call for help.**	SCARF Theme **Keeping Myself Safe** children learn simple, practical ways to stay healthy and safe whilst developing the confidence to seek help from trusted adults.	**Year 3**	**Focus:** Simple First Aid Actions Children learn why first aid helps and practice basic treatments. Key content includes cuts, bruises, nosebleeds and minor burns.	SCARF Theme Focus: **Being My Best** 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.
Reception			**Year 4**	**Focus:** Emergency Awareness Children learn what constitutes an emergency and how to respond safely. Key content includes **unconsciousness awareness, recovery position introduction and asthma awareness.**	SCARF Theme Focus: **Keeping Myself Safe / Rights and Responsibilities** 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.
Year 1	**Focus:** Awareness and Safety Children learn what first aid is, how to stay safe, and who to ask for help. Key content includes **recognising danger, trusted adults, and emergency services.**	SCARF Theme **Keeping Myself Safe** 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.	**Year 5**	**Focus:** Practical Responsibility Children develop confidence responding to injuries. Key content includes **bleeding, bandaging, burns and choking awareness.**	SCARF Theme Focus: **Being My Best / Valuing Difference** 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	**Focus:** Helping Safely Children learn to comfort others, recognise minor injuries, and practice getting help. Key content includes **small cuts, plasters, hygiene and emergency calls with support**.	SCARF Theme Focus: **Keeping Myself Safe / Being My Best** 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.	**Year 6**	**Focus:** CPR and Emergency Response Children learn hands-only CPR and how to act independently in emergencies. Key content includes **CPR practice, AED awareness and emergency teamwork.**	SCARF Theme Focus: **Keeping Myself Safe (Statutory)** 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.