

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EMOTIONAL LITERACY	Relationships KS1 - To recognise the ways in which they are the same and different to others. - How to recognise when they or someone else feels lonely and what to do. - Simple strategies to resolve arguments between friends positively. - How to ask for help if a friendship is making them feel unhappy. - To identify the people who love and care for them and what they do to help them feel cared for. - That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. - How to listen to other people and play and work cooperatively. - How to talk about and share their opinions on things that matter to them. - About what is kind and unkind behaviour, and how this can affect others. - About how to treat themselves and others with respect; how to be polite and courteous. KS2 - About respecting the similarities and differences between people and recognising what they have in common with others e.g., Physically, in personality or background. - To recognise and respect that there are different types of family structure including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability. - What constitutes a positive healthy friendship? - The same principles apply to online friendships as to face-to-face relationships. - Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. - That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. - To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. - To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. - That a feature of positive family life is caring relationships; about the different ways in which people care for one another. - To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. - How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. - That personal behaviour can affect other people; to recognise and model respectful behaviour online.					
	Health and Wellbeing KS1 - To recognise that not everyone feels the same at the same time or feels the same about the same things. - About ways of sharing feelings, a range of words to describe feelings. - About things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep). - About change and loss (including death); to identify feelings associated with seek support for themselves and others this; to recognise what helps people to feel better. - To recognise what makes them special. - To identify what they are good at, what they like and dislike. - How to manage when finding things difficult. - About preparing to move to a new class/year group. KS2 - About everyday things that affect feelings and the importance of expressing feelings. - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. - About personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).					

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	• How to manage and respond to feelings appropriately and proportionately in. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • To identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth. • About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. • About the new opportunities and responsibilities that increasing independence may bring. • Strategies to manage transitions between classes and key stages.
	Living in the Wider World KS1 • About the different roles and responsibilities people have in their community. • That everyone has different strengths. KS2 • About the different groups that make up their community and what living in a community means. • To value the different contributions people and groups make to the community. • About diversity, what it means; the benefits of living in a diverse community. • About stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes. • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

	Class Charter and Rules	Anti-bullying Week	'Stay Safe' Week inc Safer Internet Day	Money and Careers Week	Environment Week	RSHE Week
WHOLE SCHOOL	Living in the Wider World KS1 About what rules are, why they are needed, and why different rules are needed for different situations. KS2 To recognise reasons for rule and laws and the consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone. About the relationship between rights and responsibilities.	Relationships KS1 That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. KS2 About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support. About discrimination: what it means and how to challenge it.	Health and Wellbeing KS1 About rules and age restrictions that keep us safe. To recognise risk in simple everyday situations and what action to take to minimise harm. Ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. About what to do if there is an accident and someone is hurt. KS2 About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. About the importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully). Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital	Living in the Wider World KS1 What money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money. About the difference between needs and wants; that sometimes people may not always be able to have the things they want. That money needs to be looked after; different ways of doing this. Different jobs that people they know or people who work in the community do. KS2 About the different ways to pay for things and the choices people have about this. Different ways to keep track of money. About stereotypes in the workplace and that a person's career aspirations should not be limited by them. About what might influence people's decisions about a job or career (e.g., personal interests and	Living in the Wider World KS1 How people and other living things have different needs; about the responsibilities of caring for them. About things they can do to help look after their environment. KS2 Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). That people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity).	Relationships KS1 How to respond safely to adults they don't know. To identify common features of family life. About the roles different people (e.g., acquaintances, friends and relatives) play in our lives. About knowing there are situations when they should ask for permission and when their permission should be sought. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). Basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

			devices when out and about. About the importance of keeping personal information private. How to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say.	values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. To identify the kind of job that they might like to do when they are older. To recognise a variety of routes into careers (e.g., college, apprenticeship, university).		KS2 About keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Where to get advice and report concerns. That people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. That forcing anyone to marry against their will is a crime; that help and support.
			Drug and Alcohol Education Week Health and Wellbeing KS1 About things that people can put into their body or			Health and Wellbeing KS1 To name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles).

			on their skin; how these can affect how people feel. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. KS2 How to recognise that habits can have both positive and negative effects on a healthy lifestyle. About the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. About why people choose to use or not use drugs (including nicotine, alcohol, and medicines). About the mixed messages in the media about drugs, including alcohol and smoking/vaping. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.			About growing and changing from young to old and how people's needs change. KS2 About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections, and wet dreams). About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. That for some people gender identity does not correspond with their biological sex. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk. (Yr 6)
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	What would you use to build a house?	How have toys changed through time?	How do we keep people safe at sea?	How does your garden grow?	How has transport changed over time?	Where in the world would you travel?
YEAR 1	Brook Learn lessons Welcome to school. Emergencies and getting help. Health and Wellbeing How to get help in an emergency (how to dial 999 and what to say). About the people whose job it is to help keep us safe.	Brook Learn lessons People who care for us. Rights, responsibilities, and respect. Health and Wellbeing About the people who help us to stay physically healthy. Relationships About different types of families including those that may be different to their own. Living in the Wider World To recognise the ways, they are the same as, and different to, other people.	Brook Learn lessons Healthy friendships. Our bodies and boundaries. Relationships How people make friends and what makes a good friendship. To recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private. About how to respond if physical contact makes them feel uncomfortable or unsafe.	Brook Learn lessons Our health. Healthy food choices. Health and Wellbeing How to keep safe in the sun and protect skin from sun damage. About foods that support good health and the risks of eating too much sugar. About why sleep is important and different ways to rest and relax.	Brook Learn lessons We all have feelings. Good and not so good feelings. Managing our time safely whilst online. Health and Wellbeing About different feelings that humans can experience. How to recognise what others might be feeling. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. How to recognise and name different feelings how feelings can affect people's bodies and how they behave. Relationships About how people may feel if they experience hurtful behaviour or bullying.	
YEAR 2	What do I need to be healthy?	Who were the great monarchs?	How was the Great Fire of London great?	Who would live in a habitat like this?	Who were the first explorers of space?	Where in the world would you like to live?

	Brook Learn lessons Respecting uniqueness. Our communities. Health and Wellbeing About what keeping healthy means, different ways to keep healthy. About how physical activity helps us to stay healthy; and ways to be physically active every day. To recognise the ways in which we are all unique. Living in the Wider World About the different groups they belong to.	Brook Learn lessons Everyday safety. Basic first aid. Health and Wellbeing About how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters). About what to do if there is an accident and someone is hurt. That household products (including medicines) can be harmful if not used correctly.	Brook Learn lessons Learning about work. Hand hygiene. Health and Wellbeing Simple hygiene routines that can stop germs from spreading. Living in the Wider World That jobs help people to earn money to pay for things. About some of the strengths and interests someone might need to do certain jobs.	Brook Learn lessons Sharing photos online. Online interactions and information sharing. Relationships That sometimes people may behave differently online, including by pretending to be someone they are not. Health and Wellbeing Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.	Brook Learn lessons Online friends. Big feelings. Keeping our teeth healthy. Health and Wellbeing About dental care and visiting the dentist, how to brush teeth correctly; food and drink that support dental health. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. To recognise when they need help with feelings and how to ask for support.	
YEAR 3/4	Were the Dark Ages dark?	Where does my food go?	How does life in Spain compare with life in the UK?	Should all crimes be punished?	How does the Amazon Rainforest matter to us?	What makes St Dennis, St Dennis?
	Brook Learn lessons What makes a good friend? Respecting others.	Brook Learn lessons Resolving conflict and managing negative pressure. Everyday safety and basic first aid.	Brook Learn lessons Money choices. Volunteering and citizenship.	Brook Learn lessons Safely enjoying the online world. Keeping personal information safe and private online.	Brook Learn lessons Understanding that not everyone is who they say they are online. Managing feelings.	

	Health and Wellbeing About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. Relationships The importance of seeking support if feeling lonely or excluded. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.	Health and Wellbeing How to make informed decisions about health. About the elements of a balanced, healthy lifestyle. About what is meant by first aid; basic techniques for dealing with common injuries. Relationships The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	Living in the Wider World To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. To recognise that people make spending decisions based on priorities, needs, and wants.	Health and Wellbeing Strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.	The environment. Living in the Wider World The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. Relationships How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	
YEAR 4/5	Why do people live in and visit mountain regions?	What is life like in different climate zones?	What impact did the industrial revolution have on Cornish tin mining?	When and why did the Maya disappear?	Where can we see the influence of Ancient Greece today?	How do rivers impact the lives of people around the world?
	Brook Learn lessons Diverse communities. Respectful relationships.	Brook Learn lessons Illness. Nutrition and healthy eating	Brook Learn lessons Puberty – bodies and reproduction. Puberty – changes.	Brook Learn lessons Online content. Online contact.	Brook Learn lessons Mental health and keeping well. Managing challenges and change. Exploring risk in everyday situations.	

	Living in the Wider World About prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to it is witnessed or experienced. Relationships To recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships).	Health and Wellbeing How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies, and fruit teas; the effects of smoking). About choices that support a healthy lifestyle and recognise what might influence these.	Health and Wellbeing About where to get more information, help and advice about growing and changing, especially about puberty. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	Relationships About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content, and contact; how to report concerns.	Health and Wellbeing That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. Strategies to respond to feelings, including intense or conflicting feelings. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn.	
YEAR 6	Why is Earth so angry?	How was the Battle of Britain a turning point in World War II?	Do we agree with Darwin's theory of Evolution?	What were the Ancient Egyptian's most significant achievements?	Why is the fishing industry so important to local communities?	
	Brook Learn lessons Different types of families. Healthy and harmful relationships.	Brook Learn lessons Keeping your body safe. Consent.	Brook Learn lessons Spending decisions. Exploring risk in relation to gambling.	Brook Learn lessons Online friendships and keeping safe. Skills for using the internet safely.	Brook Learn lessons Social media. Feelings and common anxieties when changing school. Changes from primary to secondary school.	

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	Relationships That people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. That forcing anyone to marry against their will is a crime; that help and support. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Relationships Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. About seeking and giving permission (consent) in different situations.	Living in the Wider World About risks associated with money (e.g., money can be won, lost, or stolen) and ways of keeping money safe. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. To identify the ways that money can impact on people's feelings and emotions.	Relationships About privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online).	Health and Wellbeing Problem-solving strategies for dealing with emotions, challenges and change including the transition to new schools. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games, and online gaming. Relationships How friendships can change over time, about making new friends and the benefits of having different types of friends.	
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