



# Staniland Academy 2025-2026 Overview PSHE



	Autumn	Spring	Summer
EYFS	<b>PSED-SCSA, MFB, MR</b> <b>Aut 1</b> New beginnings <b>Aut 2</b> Getting on and falling out	<b>PSED-SCSA, MFB, MR</b> <b>Spr 1</b> Going for Goals <b>Spr 2</b> Good to be me	<b>PSED-SCSA, MFB, MR</b> <b>Sum 1</b> Relationships <b>Sum 2</b> Changes
Year 1	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 2	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 3	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 4	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 5	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 6	<b>Aut 1</b> -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities  <b>Aut 2</b> -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	<b>Spr 1</b> -Relationships/Friendships Ourselves Growing and Changing  <b>Spr 2</b> -Being Responsible Families and Close Personal Relationships	<b>Sum 1</b> -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others <b>Sum2</b> -Money Matters Safe Relationships, Communities Economic Well-being/Money

Year 5 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Respect Rules <i>BV-Liberty/Respect and Tolerance</i></p> <p>Peer Pressure-1D</p> <p><i>H37 Reasons for age restrictions</i></p> <p><i>H22- Strategies for dealing with mental health</i></p> <p><i>L5-Protect the environment</i></p> <p><i>Safeguarding-what might you need to tell someone about/who?</i></p> <p>Healthy Living-1D</p> <p><i>H9-Spread of infection &amp; H11-Good dental hygiene</i></p> <p><i>H49-Media messages about drugs</i></p> <p><i>H21-Mental health warning signs</i></p> <p>Online Bullying-1D <i>L13-How data is shared online</i></p> <p>(Anti-Bullying Week R19, R20, R21)</p>	<p>(Careers Prog needs to be taught as well as the stand alone objectives—see below)</p> <p><b><u>POSITIVE FOOTPRINTS (Careers Program)</u></b></p> <p>Anger-1D</p> <p>Appropriate Touch/Relationships-1D</p> <p><i>BV- Democracy/Rule of Law</i></p> <p>Looking Out for Others-1D</p> <p>Cycle Safety-1D</p> <p><i>R6-Positive family life</i></p>	<p>Careers Prog needs to be taught as well as the stand alone objectives—see below)</p> <p><b><u>POSITIVE FOOTPRINTS</u></b></p> <p><b><u>(Careers Program)</u></b></p> <p><i>Puberty-1D (see below)</i></p> <p><i>R31-Importance of self-respect</i></p> <p><i>R33-Respond respectfully to a range of people</i></p> <p>Inclusion and Acceptance-1D</p> <p><i>L9-Negative stereotypes</i></p> <p><i>H24/36 Transition(Feelings/changes)</i></p> <p><i>R16-Friendship changes</i></p>
Skills to be covered	<ul style="list-style-type: none"> <li>-How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> <li>-That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> <li>-To recognise and manage 'dares'.</li> <li>-That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>-That their actions affect themselves and others.</li> <li>-To recognise and respond appropriately to a wider range of feelings in others.</li> <li>-To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help.</li> <li>-How to recognise bullying and abuse in all its forms (including prejudice-based bullying</li> </ul>	<ul style="list-style-type: none"> <li>-To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>-To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> <li>-Strategies for keeping physically and emotionally safe including <i>road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety)</i>, and safety online(including social media, the responsible use of ICT and mobile phones).</li> <li>-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>-To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>-To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</li> <li>-To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</li> <li>-To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>-That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>-What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> </ul>	<ul style="list-style-type: none"> <li>-How their body will, and emotions may, change as they approach and move through puberty. <b>Focus on the emotional side of puberty to avoid repetition in Science Sum 1</b></li> <li>-Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and <i>safety online(including social media, the responsible use of ICT and mobile phones)</i>.</li> <li>both in person, online and through social media).</li> <li>-To work collaboratively towards shared goals.</li> <li>-To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>-To critically examine what is presented to them in social media and why it is important to do so.</li> <li>-That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> <li>-About enterprise and the skills that make someone 'enterprising'.</li> </ul>