

Chapel Street Infant and Nursery School PSHE/RSE : LONG-TERM OVERVIEW 2026 -2027

	Families and Friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Physical Health and Mental Well - being	Growing and Changing	Keeping Safe
	CONTINUUM						
Pre Nursery	UTW Develop friendships with other children. Make connections between the features of their family and other families. Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Responds to the feelings of others, showing concern and offering comfort	Look back as they crawl or walk away from their key person. Develop confidence on their own and with other children, because they know their key person is nearby and available. Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Feel confident when taken out around the local neighbourhood and enjoy exploring places with their key person. Be increasingly able to talk about and manage their emotions. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like	Find ways of managing transitions, eg from their parent to their key person. Thrive as they develop self assurance. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Knows their own name, their preferences and interests and is becoming aware of their unique abilities Safely explore emotions beyond their normal range through play and stories. Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Talk about their feelings in more elaborated ways. "I'm sad because..." or	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions	Notice differences between people. Learn to use the toilet with help, and then independently.	Grow in independence, rejecting help (me do it). Sometimes this leads to feelings of frustration and tantrums. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	Begin to show 'effortful control'. eg, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Find ways of managing transitions, eg from their parent to their key person Is gradually learning that actions have consequences but not always the consequences the child hopes for Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions

	Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt	Understand gradually how others might be feeling. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' UTW Continue developing positive attitudes about the differences between people.	Develop their sense of responsibility and membership of a community. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves UTW Show interest in different occupations Begin to understand the need to respect and care for the natural environment and all living things. Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play thoroughly.	Find solutions to conflicts and rivalries. eg, accepting that not everyone can be Spider Man in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
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Reception	Autumn Term - Relationships			Spring Term – Living in the Wider World			Summer Term – Health and Wellbeing		
	Families and Friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy & Digital Resilience	Money and Work	Physical Health and Mental Well-being	Growing and Changing	Keeping Safe

	UTW Talk about members of their immediate family and community. Name and describe people who are familiar to them Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	Think about the perspectives of others. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people	Build Constructive and respectful relationships. Express their feelings and consider the feelings of others UTW Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times indifferent ways. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group	UTW Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community Recognises that they belong to different communities and social groups and communicates freely about own home and community Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Know safe places to use electronic equipment Know why adult supervision is needed when using the internet.		Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Show resilience and perseverance in the face of challenge. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Is proactive in seeking adult support and able to articulate their wants and needs Has a clear idea about what they want to do in their play and how they want to go about it Understands their own and other people's feelings, offering empathy and comfort Seeks support, "emotional refuelling" and practical help in new or challenging situations.	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Shows confidence in choosing resources and perseverance in carrying out a chosen activity Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship Talks about their own and others' feelings and behaviour and its consequences
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	Kapow lessons to be determined dynamically and delivered in tandem with Birth to 5 Matters and Kidsafe for intervention if required.								
Kapow	Self Regulation: My feelings 6 lessons Building Relationships: Special relationships 6 lessons Managing Self: Taking on Challenges 6 lessons Self Regulation: Listening and following instructions 6 lessons Building relationships: My family & friends 6 lessons Managing Self: My Wellbeing 6 lessons								

In Key Stage 1 Kidsafe can be used for intervention if required

Year One	Autumn Term - Relationships	Spring Term – Living in the Wider World	Summer Term – Health and Wellbeing
	Setting Ground Rules 1 lesson	The Online World: How do we spend time online? 6 lessons	Health Protection: How can I protect myself and others in daily life? 6 lessons
	My Healthy Self – How can we look after our emotions? 6 lessons	Citizenship:: How can I help others and the environment? 6 lessons	Staying Safe: How can I stay safe? 6 lessons
	Connecting with others: How can I help myself and others feel happy and safe? 6 lessons		
	Name the six basic emotions and recognise them using face and body clues. Explain that people can feel different emotions in the same situation and give simple reasons why. Describe emotions as comfortable or uncomfortable. Describe how feelings can change and vary in strength, for example, ‘a little bit’ or ‘a lot.’ Identify what makes them feel calm, relaxed or excited. Explain why rest and enjoyable activities are important for wellbeing. Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. Say how they feel and identify trusted adults who can help when feelings feel difficult. Describe what makes them special. Notice what makes others special. Identify how families show love and care. Name places and people that help them feel safe. Identify a trusted adult. Name the qualities of a good friend.	Recognise different ways they go online in everyday life. Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. Recognise that polite behaviour online is the same as polite behaviour in person. Explain why it is important to balance screen time with in-person activities. Recognise when something online is not meant for children and know to stop and tell a trusted adult. Can explain simple ways to help stay safe online Name some things that babies and younger children need and explain how adults help to care for them. Describe safe ways they can help to care for a baby or younger child. Name some needs of different animals and give examples of how people can care for them. Explain ways they can help to look after the school environment.	Describe germs as tiny living things that can spread between people and surfaces and cause illness. Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. Choose suitable clothing for different weather conditions. Describe how to stay safe in hot weather. Name a range of health workers and explain ways they help prevent illness. Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. Identifying which injuries need to be reported to an adult immediately. Recognise when an injury or illness is an emergency. Knowing that 999 should be called in a medical emergency Identify common items in the home that are safe and

	Choose kind, polite ways to solve disagreements. Explain how speaking kindly and politely can make people feel. Demonstrate kind and respectful behaviour whilst working in a group	Share ideas respectfully and give reasons for their opinions. Name people who help to look after the school and local environment and explain why their work is important. Give examples of rules that help people, animals and places. Explain simply how rules help people	unsafe for children and explain simply how they could cause harm. Name things that are safe or unsafe to put in or on their body. Describe and use simple safety rules in familiar places such as the home and school. Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. Describe how to stay safe near roads. Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. Name some trusted adults at home and at school and say who they could go to for help in different places. Use simple, clear phrases to ask a trusted adult for help
	Autumn Term - Relationships	Spring Term – Living in the Wider World	Summer Term – Health and Wellbeing
	Y2 Introduction: Setting ground rules for RSE & PSHE lessons 1 lesson My Healthy Self: How can we look after our bodies? 6 lessons Connecting with others: How can I build safe, kind and caring relationships with others? 6 lessons	The Online World: how can we stay safe online? 6 lessons Citizenship: How do people belong to a community and earn money? 6 lessons	Growing Up: How can we look after and respect our bodies as we grow? 6 lessons Staying Safe: How can I make safe choices in different places? 6 lessons Transition additional lessons with new teachers and school environments
Year Two	Explore what RSE & PSHE is and why it is important. Suggest rules that can help everyone feel safe in RSE & PSHE lessons. Work with my class to create an RSE & PSHE agreement Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. Identify some things that help them have a good night's sleep. Explain why sleep is important and describe how they feel depending on how well they have slept. Name and describe a range of fruits and vegetables. Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. Explain in simple terms why water and healthy foods help the body.	Give examples of things people do online. Say what sharing online means. Recognise that many people might see something shared online. Understand that private information should not be shared online. Recognise when someone has shared private information online. Say what to do if private information is shared online. Recognise that not everything seen online is real or shows the whole story. Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online Identify some of the groups and communities they belong to and recognise that people can belong to more than	Identify physical changes in people as they grow. Recognise that changes to the body are a normal part of growing up. Give examples of things children can do that they could not do as babies or toddlers. Explain what personal body boundaries are. Use simple language to say if they feel uncomfortable or want to say no. Use the correct names for body parts. Describe what to do if someone tries to touch a private body part without permission. Recognise situations where privacy should be respected. Explain ways to respect other people's bodies and personal belongings. Identify a trusted adult they could talk to if they feel worried about privacy or boundaries Give reasons why their body is special.

Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy Identify similarities and differences between themselves and others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Comment or answer questions about families with respect for others. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Use clear phrases to ask for help when something feels wrong or not okay. Recognise when they or someone else is being bullied.	one community. Recognise that some groups or communities are chosen and some are not. Give examples of how people contribute to a community and compare different ways people contribute. Name jobs people do in the local and wider community and describe how they help people or communities. Explain why jobs are important and what might happen if nobody did them. Identify what money is used for and explain how it is used to buy goods and services. Identify and compare different ways adults get money, recognising that adults do not all get money in the same way	Give examples of the PANTS rules. (Dr Barnados) Recall the stop, do not touch, tell and ask rules. Identify how dangers could cause harm. Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. Recall the stop, stay, ask rule. Tell a safe adult their name and who they are looking for. Identify that water can be dangerous. Recall simple rules to keep themselves safe around water
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