PSHE and RSHE Long Term Plan 2026/27

Key Stage 2
PSHE • Pupils should be taught about drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. • Pupils should be equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE is taught through weekly lessons, assemblies and special events across the year. We use MY HAPPY MIND PSHE, Pol-Ed, Picture News and PSHE Association to support our weekly lessons and assemblies. **RSHE** • Pupils should be taught about the following five topics: families and people who care for me; caring friendships; respectful relationships; online safety and awareness; being safe. Please visit the link below if you would like to read the RSE National Curriculum in more depth. Relationships and sex education (RSE) and health education - GOV.UK

PSHE and RSHE Long Term Plan 2026/27

Year 3		
Autumn	Spring	Summer
MEET YOUR BRAIN - My Happy Mind I can explain how to focus my mind to help me train my brain. I can explain the roles of Team H-A-P and their roles in more detail. I can describe how our emotions impact Team H-A-P and how to support my brain to relax when feeling sad, stressed or worried. I can explain why our Amygdala behaves the way it does and how evolution has shaped how it works. I can explain how I can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. I can explain what Neurons and Neural pathways are and the role they play in learning. I can describe how to look after my brain to help me to be at my best. **PLACES - My Happy Mind** I can describe how mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. I can explain everyday things that affect feelings and understand the importance of expressing feelings.	**APPRECIATE - My Happy Mind** I can use Happy Breathing to help me appreciate the little things I may forget. I can develop my gratitude - the more I use it the easier it is -like Neuroplasticity. I can describe an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. I can explain that Dopamine gets released in the brain when I give gratitude and that this helps Team H-A-P work together. I can explain how Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. I can understand how when I appreciate myself and feel good about my strengths, I will use them even more. I can explain how we can use characters' strengths as a way to appreciate others too. **HEALTHY CHOICES - My Happy Body**	**ENGAGE - My Happy Mind** I can explain that to engage means to pay attention and put effort into something. I can explain how my feelings affect my ability to do well in an activity and learn that I have to feel good to do well. I can explain what Big Dream Goals are. I can explain how to use perseverance and resilience so I do not give up. I can describe how I have to Believe to Achieve. I can set my own Big Dream Goals. **CHANGING AND GROWING (Our bodies growing up) - My Happy Body** I know the correct names for external genitalia and internal reproductive organs. I can explain why using the correct names for body parts is important. I understand how to recognise safe and unsafe touch.

PSHE and RSHE Long Term Plan 2026/27

I can use varied vocabulary when talking about feelings; about how to express feelings in different ways. I can recognise that feelings can change over time and range in intensity. I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others. I can 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. **CELEBRATE - My Happy Mind** I can describe the character strengths that scientists discovered and know that we all have 24 character strengths but in different amounts. I can focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets. I can explain that half of our character is set by genetics and the other half from our experiences.	I know how to make healthy choices and why they are so important. I know what makes a healthy diet. I can explain how to have a balanced, healthy lifestyle. I know how sleep and exercise can contribute to this. **RELATE - My Happy Mind** I can explain how my strengths can be really helpful in friendships by helping me to accept other people's differences. I can understand that when I face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. I can use the skill 'Stop, Understand and Consider' and know this can help me with friendships. I can understand that everyone sees things differently and that this is a positive thing. I can describe how the more I practise seeing other perspectives, the more the brain will remember it. I can recognise that we normally choose our friends because of their character. I can explain how Active Listening can help my friendships and know what happens if I	I know what to do and who to tell if something feels wrong. **PROTECTING OUR COMMUNITIES - My Happy World** I can explain how to care for people, animals and the environment. I can practise talking about my ideas and respecting different opinions. I can explain what makes up our community. I can discuss how people contribute to our communities and the benefits of living in a diverse community. **CHANGING AND GROWING - Grief - My Happy Body** I can explain how change can affect my feelings. I can explore ways to express and manage grief when someone we care about passes away.

PSHE and RSHE Long Term Plan 2026/27

I can describe how our character can grow based on our experiences, just like our brains do with Neuroplasticity. I can explain why it is important to spot strengths in others and how they can be used. I can describe how strengths can help me to approach difficult situations. I can understand that when I use my character strengths, I can be my best self because I am feeling happy, safe, and calm, and this makes Team H-A-P happy.	don't Actively Listen with my friendships. **FRIENDSHIPS AND SHOWING RESPECT - My Happy Relationships** I can explain what makes a positive, healthy friendship. I can discuss why friendships are important for our wellbeing. I can explore how to handle changes or challenges in our friendships.. **FAMILIES AND CLOSE POSITIVE RELATIONSHIPS - My Happy Relationships** I know about different relationships and families. I know how to get help if something doesn't feel right.	**CHANGING AND GROWING - Transition - My Happy Body** I can recognise and celebrate the amazing things I've achieved this year and discuss how to prepare for the move to a new class.

PSHE and RSHE Long Term Plan 2026/27

PSHE and RSHE Long Term Plan 2026/27

Year 4		
Autumn	**Spring**	**Summer**
MEET YOUR BRAIN - My Happy Mind I can describe how to train my mind to focus on whatever I want. I can explain that this is Neuroplasticity, and that I can do anything I put my mind to. I can explain how I use each part of Team H-A-P and reflect on when I use them to develop my understanding. I can describe how the Amygdala reacts to real and perceived danger. I can describe what triggers my own Amygdala to fight, flight and freeze and how I can train my brain to calm my Amygdala down. I can describe the brain's structure and how neurons carry messages to create neural pathways. I can explain how neural pathways help us to form habits. I can describe more about how to look after my brain and what happens if I don't. I can describe how our minds can feel like a Snow globe, leaving us unable to see clearly.	**APPRECIATE - My Happy Mind** I can explain how I can develop an Attitude of Gratitude at home and school. I can explain how to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. I can explain how when I spend more time thinking about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. I can describe how giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage.	**ENGAGE - My Happy Mind** I can explain how the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school. I can describe how Dopamine gets released in my brain when I set a goal and work towards it. I can explain why it is important to think about what I have learnt even if I do not achieve the goal, so the Hippocampus can store this memory and make it easier next time. I can explain why perseverance is easier to use on goals I am passionate about, but I can also use this skill on other goals. **SAFE CHOICES - My Happy Body** I know how to spot dangers and stay safe at home and when I'm out and about. I can discuss how to manage risks wherever

PSHE and RSHE Long Term Plan 2026/27

PLACES - My Happy Mind

I can describe how mental health, just like physical health, is part of daily life; and the importance of taking care of mental health.
I can explain everyday things that affect feelings and understand the importance of expressing feelings.
I can use varied vocabulary when talking about feelings; about how to express feelings in different ways.
I can recognise that feelings can change over time and range in intensity.
I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others.
I can 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.

FIRST AID - My Happy Body

I have learnt about first aid and what to do in an emergency.

ONLINE SAFETY - My Happy World

I can describe how to use digital devices safely.
I can explain the benefits of the internet and how to balance screen time.
I can explain how to protect my personal information.

RELATE

I can use Stop, Understand and Consider to give me time to pause, understand where others are coming from and consider how to respond best.
I can see things from different perspectives. This will help my

we are, including around fireworks.

ECONOMIC WELLBEING - My Happy World

I can discuss money and how I made choices when spending it.
I can explain the difference between needs and wants.
I know how we can keep track of money.
I can discuss why people choose to save or spend their money differently.
I know how our choices can affect other's and our environment.
I can describe different jobs people can have and what skills are important for these jobs.
I will consider what jobs I might want to do when I am older.

CHANGING AND GROWING (Periods) - My Happy Body

I understand that periods are a normal and healthy part of growing up for bodies with female reproductive systems.
I know what happens during the menstrual

PSHE and RSHE Long Term Plan 2026/27

FRIENDSHIPS AND SHOWING RESPECT (Bullying) My Happy Relationships I understand how to show respect to others and ourselves. I can describe how to stop bullying. **CELEBRATE - My Happy Mind** I can describe the 24 character strengths that scientists have discovered that we all have these strengths, but in different amounts. I can explain why strength spotting is so powerful and how the best way to learn about strengths is by noticing them. I can describe how when we spot strengths over and over, we will build Neural Pathways to create a habit. I can understand how strengths can help us to solve problems and that everyone uses different strengths. I can describe how Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best.	brain to remember and grow; this helps me to build better relationships. I can describe how talking to my friends about my problems can help me see things from a different perspective. I can explain why it is important to show gratitude to my friends when they help. I can use the skills needed to listen actively and know these can help me to 'Stop, Understand and Consider'. **SAFE RELATIONSHIPS - My Happy Relationships** I know how to show privacy and set personal boundaries. I know what to do if someone pressures us to do something unsafe or uncomfortable.	cycle and why periods occur. I can explain ways to manage periods and look after ourselves during puberty. **CHANGING AND GROWING- Transition - My Happy Body** I can recognise and celebrate the amazing things I've achieved this year and discuss how to prepare for the move to a new class.

PSHE and RSHE Long Term Plan 2026/27

PSHE and RSHE Long Term Plan 2026/27

Year 5		
Autumn	**Spring**	**Summer**
MEET YOUR BRAIN - My Happy Mind I can explain the difference between my brain and mind. I can describe in more detail about each part of the brain and why they work the way they do. I can explain how I can train my brain in times of stress by using Happy Breathing when my Amygdala gets triggered. I can explain how others react differently and that we all have different triggers that cause us to fight, flight or freeze. I can describe how to more intentionally look after my brain to keep it healthy. I can explain how to manage the hormones in my brain, including dopamine and cortisol. **PLACES - My Happy Mind** I can describe how mental health, just like physical health, is part of daily life;	**APPRECIATE - My Happy Mind** I can describe what appreciation means and think of ways to show appreciation to others. I can recognise what to focus on when thinking about gratitude. I know the 3 questions to help me develop deeper levels of gratitude. I can explain why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. I can describe how gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A- P happy and the Amygdala calm. I can explain that when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. I can describe how the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes. I can explain why an Attitude of Gratitude helps us to see all things we are grateful	**ENGAGE - My Happy Mind** I can explain that sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. I can describe how when we engage in something and feel good, Team H-A- P love it because Dopamine is released in the brain, making it easier for us to succeed. I can explain why my engagement levels may drop if my Amygdala takes over. I can describe how my feelings affect my ability to do well in an activity and how Cortisol or Dopamine is released. I can describe the difference between a team and individual goal and how it is just as important to work as a team to set goals. I can explain why the skill of perseverance is critical when working as part of a group. I can describe how understanding other people's character strengths can also help in team goal.

PSHE and RSHE Long Term Plan 2026/27

and the importance of taking care of mental health. I can explain everyday things that affect feelings and understand the importance of expressing feelings. I can use varied vocabulary when talking about feelings; about how to express feelings in different ways. I can recognise that feelings can change over time and range in intensity. I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others. I can 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. **CELEBRATE** I can explain how the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.	for and makes the problems we face a little easier. I can understand why that often the hardest category to think about gratitude in is ourselves. **HEALTHY CHOICES - My Happy Body** I know how to look after my physical health. I can describe the positive and negative effects of habits. I can identify early signs of illnesses and explore effective methods of prevention. I understand how medicine can support our health and the role of vaccinations/immunisations. **RELATE - My Happy Mind** I can describe what my top 5 strengths are and which virtue they fall under. I can recognise that when I see things from different perspectives, I am using my Prefrontal Cortex and then my brain can remember this and store it in my Hippocampus. I can explain how I can train my brain to notice how people use their strengths differently.	**CHANGING AND GROWING (The Big Change) - My Happy Body** I can describe the physical changes that happen during puberty. I can describe the emotional changes that can happen during puberty. I understand that everybody experiences puberty differently and that these changes are a normal part of growing up. I know strategies that can help us look after our physical and emotional wellbeing during puberty. **SAFE RELATIONSHIPS (All kinds of love) - My Happy Relationships** I understand that people may experience different feelings, including crushes and attraction, as they grow and develop. I understand that attraction can be experienced in different ways and that everyone's experiences are unique. I know about the importance of respecting different identities and relationships. I can explain how kindness, respect and

PSHE and RSHE Long Term Plan 2026/27

I can describe how strength spotting shows us how strengths can be used in different ways.
I can explain how we have all 24 strengths, but when we use our Top 5 Team H-A-P feels at its best.
I can explain how I can move my strengths around and grow strengths by practising them through Neuroplasticity.
I can understand that when I stop and reflect on using my strengths, my Hippocampus will store it as a memory.
I can remember how strengths stored in my memory will help when I am faced with a similar situation.
I can describe how strength spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released,and we feel confident. Using our strengths can help us manage our Cortisol levels.

CHANGING AND GROWING (Periods) - My Happy Body

I understand that periods are a normal and healthy part of growing up for bodies with female reproductive systems.
I know what happens during the

I can explain that strengths help release Dopamine and make Team H-A-P happy, calm and relaxed.
I can understand why you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team.
I can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.
I can explain how friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good.
I can use the skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. I understand why this is so important in friendships.

FRIENDSHIPS AND SHOWING RESPECT- My Happy Relationships

I know what makes friendships healthy, how online friendships differ from in-person ones and how peer pressure can affect them.
I know how we should ask for help if a friendship makes us feel uncomfortable.

inclusion help everyone feel that they belong.

ECONOMIC WELLBEING - My Happy World

I can explain how people make spending decisions based on priorities, needs, and wants.
I can identify the risks involved with money and how money can affect people's emotions.
I will explore different jobs and careers, what influences people's career choices, and what jobs I want to do when I am older
I will share what I learned about the future jobs I am interested in and set goals to help me work towards them.
I can explain why setting goals is important and how staying motivated can help us achieve them.

CHANGING AND GROWING - Grief - My Happy Body

I can identify how change can affect our feelings.

PSHE and RSHE Long Term Plan 2026/27

menstrual cycle and why periods occur. I can explain ways to manage periods and look after ourselves during puberty	**FAMILIES AND TRUSTED RELATIONSHIPS - My Happy Relationships** I can describe these different types of families and relationships.	I can describe ways to express and manage grief when someone we care about passes away. **CHANGING AND GROWING - Transition - My Happy Body** I can recognise and celebrate the amazing things I've achieved this year and discuss how to prepare for the move to a new class.

PSHE and RSHE Long Term Plan 2026/27

Year 6		
Autumn	**Spring**	**Summer**
MEET YOUR BRAIN - My Happy Mind I can explain how I use a growth mindset and self-regulation techniques in times of stress. I can reflect on my stress points as I relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. I can train my brain and understand how it grows each time. I can explain the links between my thoughts, feelings and actions and how these thoughts can influence how we act. I can explain how to calm my amygdala when facing stressful thoughts or having a tough time. I can describe how to manage my emotions to move forward positively. I can describe how I can train my mind just like my body.	**APPRECIATE - My Happy Mind** I can explain how gratitude can help me think about all I have in my life to be thankful for. I can describe how to build my resilience by looking at when my bucket is full vs when my bucket is empty. I can understand how focussing on my appreciation around the strengths work I have done can remind me of what I DO have during times of stress. I can establish a new perspective on how gratitude can help me to build resilience when I face tough times. **FIRST AID - My Happy Body** I have learnt about first aid and what to do in an emergency. **SAFE CHOICES (DRUGS EDUCATION) - My Happy Body**	**ENGAGE - My Happy Mind** I can explain how to set goals linked to transition, which I can work toward to help me feel more comfortable with what is ahead. I can describe how to recognise my concerns and define strategies to overcome them. I can describe how I can use my strengths to leverage the opportunities that I am excited about. I can describe how to create goals around leveraging and practising the tools I have learnt as I progress through to high school. **BE YOUR BEST** The 'Be Your Best' programme is designed to help children perform at their best when they are preparing for SATs or an upcoming assessment/test. It will give them some Top Tips and strategies to help them

PSHE and RSHE Long Term Plan 2026/27

I can describe how to re-frame scary challenges to become exciting opportunities. **PLACES - My Happy Mind** I can describe how mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. I can explain everyday things that affect feelings and understand the importance of expressing feelings. I can use varied vocabulary when talking about feelings; about how to express feelings in different ways. I can recognise that feelings can change over time and range in intensity. I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others. I can recognise that anyone can experience	I know about drugs, alcohol and tobacco and why people make choices around using them. I know about different laws that are in place surrounding drugs, alcohol and tobacco and how we can seek help if we are worried about anything to do with this topic. **ONLINE SAFETY - My Happy World** I can discuss the benefits and disadvantages of using the Internet and social media. I understand age restrictions and how to stay safe online. I understand how to make decisions about the information we see online. I can explain how to tell if something we see online is reliable, why some websites show us different information and how companies can use our data.	feel prepared and ready for their assessment. The course includes bitesize videos (also available as podcast only), to watch in the run-up, the day before and after the assessments to help them be their best. There is also a workbook for them to complete after each video. **TRANSITION PROGRAMME (2 sessions per week)** I can use a growth mindset and self-regulation techniques in times of stress. I can reflect on my stress points as they relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. I can train my brain and understand how it grows each time. I can explain the links between my thoughts, feelings and actions and how the thoughts I have can influence how I act. I know how to calm my Amygdala when facing stressful thoughts or having a tough time.

PSHE and RSHE Long Term Plan 2026/27

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. **PROTECTING OUR COMMUNITIES - My Happy World** I can explain why rules and laws exist, the importance of human rights and how rights and responsibilities are linked. I can discuss ideas and respect different opinions by having a class debate. I can describe what makes communities special, why we should value diversity, and how to challenge unfair ideas or actions. **FRIENDSHIPS AND SHOWING RESPECT - My Happy Relationships** I know about bullying, both online and offline. I can discuss how we can respond to bullying and challenge hurtful behaviour.	**RELATE - My Happy Mind** I can describe relationship building powers i.e., how to go about making friendships today, what strengths I have here and what I can develop. I can recognise how those skills are transferable to my upcoming changing environment. I can use strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. I can use strategies for seeing different perspectives through role play. . **SAFE RELATIONSHIPS - My Happy Relationships** I know how to build safe and respectful relationships. I can discuss privacy, boundaries, consent, and what to do if something feels unsafe or uncomfortable.	I know how to manage my emotions to move forward positively and learn that I can train my mind just like my Body. I know how to re-frame scary challenges to become exciting opportunities

PSHE and RSHE Long Term Plan 2026/27

CELEBRATE - My Happy Mind I can find out what my top strengths are based on completing an official survey which will rank my strengths from 1-24. I can find out more about what each of the 24 strengths means and how they help me each day. I can describe how to grow my strengths to help me transition to secondary school and overcome challenges. I can explain how my character strengths have helped me get to this point in my life and how these skills and strengths are transferable to the secondary school environment.	**CHANGING AND GROWING (How life begins) SEX Ed - My Happy Body** I know how human life begins through reproduction. I know the roles of eggs, sperm and fertilisation in creating new life. I understand how a baby grows and develops during pregnancy. I understand consent, respect and the importance of personal choice in relationships. **CHANGING AND GROWING (Caring for babies and making choices) SEX Ed - My Happy Body** I know that adults can choose whether or when to have a baby. I know about contraception and how it can help prevent pregnancy. I know how babies need love, care and support to grow and develop. I understand that caring for a baby is a big responsibility.	

PSHE and RSHE Long Term Plan 2026/27

PSHE and RSHE Long Term Plan 2026/27

Careers Week

This event will take place in the summer term for all year groups.

Money; making decisions; spending and saving

(PoS refs: R34, L17, L18, L20, L21, L22, L24)

I can understand how people make decisions about spending and saving money and what influences them
I can understand how to keep track of money so I know how much i have to spend or save
I can understand how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans
I can recognise what makes something 'value for money' and what this means to them
I can understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Careers; aspirations; role models; the future

(PoS refs: L26, L27, L28, L29, L30, L31, L32)

I can understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
I can understand that some jobs are paid more than others and some may be voluntary (unpaid)
I can about the skills, attributes, qualifications and training needed for different jobs
I can understand that there are different ways into jobs and careers, including college, apprenticeships and university
I can understand how people choose a career/job and what influences their decision, including skills, interests and pay
I can describe how to question and challenge stereotypes about the types of jobs people can do
I can describe how I might choose a career/job when I am older, why I would choose it and what might influence my decision