



## Long-Term Mapping PSHE/RSHE

|                                                                                                                                                                                                  |   | KS1                                                                                                                                                       |                                                                                                                                                              | KS2                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                |                                                                                                                                                                                          |
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|                                                                                                                                                                                                  |   | Cycle A<br>2026-27                                                                                                                                        | Cycle B<br>2027-28                                                                                                                                           | Cycle A<br>2028-29                                                                                                                                         | Cycle B<br>2026-27                                                                                                                                                                    | Cycle C<br>2027-28                                                                                                                                             | Cycle D<br>2028-2029                                                                                                                                                                     |
| PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps.<br>Encountering Exploring(KS1) Foundation(KS2) Core Development(KS3) Enrichment (KS4) Enhancement |   |                                                                                                                                                           |                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                       |                                                                                                                                                                |                                                                                                                                                                                          |
| Autumn                                                                                                                                                                                           | 1 | <b>Self-awareness</b><br><b>Who is special to us?</b><br>Pupils learn about family members and school staff who help them.<br><b>SA4 SA6</b>              | <b>Self-awareness</b><br><b>What can we do?</b><br>Rehearse learning skills, including working with others and celebrating strengths.<br><b>SA1 SA3</b>      | <b>Self-awareness</b><br><b>How do we treat others?</b><br>Pupils explore kind and unkind behaviours among peers, and how to get help.<br><b>SA2 SA6</b>   | <b>Self-awareness</b><br><b>How can we be friends?</b><br>Pupils build skills for making friends and managing disagreements.<br><b>SA5</b>                                            | <b>Self-awareness</b><br><b>Who do I care about?</b><br>Pupils revisit and reflect on their closest relationships, with friends and family.<br><b>SA4</b>      | <b>Self-awareness</b><br><b>What have we achieved?</b><br>An opportunity to celebrate successes and skills learnt as pupils move towards the end of the primary phase.<br><b>SA1 SA5</b> |
|                                                                                                                                                                                                  | 2 | <b>Self-care, support and safety</b><br><b>Who can we trust?</b><br>Explore who we can trust; and what makes something mine or yours.<br><b>SSS3</b>      | <b>Self-care, support and safety</b><br><b>Who looks after us?</b><br>Revisit people who look after us and the role they play in our lives.<br><b>SSS1</b>   | <b>Self-care, support and safety</b><br><b>What is being online?</b><br>Introduce pupils to uses of the internet in daily life.<br><b>SSS4</b>             | <b>Self-care, support and safety</b><br><b>How can we be safe?</b><br>Pupils explore how to be safe in the school and wider environment.<br><b>SSS2</b>                               | <b>Self-care, support and safety</b><br><b>What is private?</b><br>Pupils explore public and private and who to trust with private things.<br><b>SSS5 SSS3</b> | <b>Self-care, support and safety</b><br><b>How can we be safe online?</b><br>Pupils explore risks online and how to stay safe when looking at online content.<br><b>SSS4 SSS1</b>        |
| Spring                                                                                                                                                                                           | 1 | <b>Managing feelings</b><br><b>How do I feel?</b><br>Help pupils identify feelings and how to express them.<br><b>MF1</b>                                 | <b>Managing feelings</b><br><b>How can we manage our feelings?</b><br>Introduce pupils to self-regulation strategies to manage their feelings.<br><b>MF2</b> | <b>Managing feelings</b><br><b>What are difficult feelings?</b><br>Pupils begin to explore difficult or unpleasant feelings and how to cope.<br><b>MF3</b> | <b>Managing feelings</b><br><b>What are these feelings?</b><br>Revisit skills to identify more complex feelings as pupils get older.<br><b>MF1</b>                                    | <b>Managing feelings</b><br><b>How do we express emotions?</b><br>Help pupils express a wider range of complex or difficult feelings.<br><b>MF2 MF3</b>        | <b>Managing feelings</b><br><b>What is mental health?</b><br>Moving beyond feelings to help pupils understand the concept of mental health.<br><b>MF4</b>                                |
|                                                                                                                                                                                                  | 2 | <b>Changing and growing</b><br><b>What is safe touch?</b><br>Introduce pupils to safe touch, (e.g. during care routines or play).<br><b>CG3</b>           | <b>Changing and growing</b><br><b>How do we grow?</b><br>Pupils learn how people change from a baby to an adult as they grow.<br><b>CG1</b>                  | <b>Changing and growing</b><br><b>When can we touch?</b><br>Pupils revisit touch, and differences between safe and unsafe touch.<br><b>CG3</b>             | <b>Changing and growing</b><br><b>How are relationships different?</b><br>Pupils explore differences in their relationships with friends, family and others.<br><b>CG4</b>            | <b>Changing and growing</b><br><b>How am I changing?</b><br>learn about the physical changes of puberty and how to manage these.<br><b>CG2</b>                 | <b>Changing and growing</b><br><b>How do I feel about others?</b><br>Pupils learn about the emotional changes of puberty and about love, romance and marriage.<br><b>CG4 CG2</b>         |
| Summer                                                                                                                                                                                           | 1 | <b>Healthy lifestyles</b><br><b>How do we keep well?</b><br>Pupils learn about keeping well and what to do if they are hurt or feel unwell.<br><b>HL4</b> | <b>Healthy lifestyles</b><br><b>What do we eat?</b><br>Introduce pupils to food choices and healthy food.<br><b>HL1</b>                                      | <b>Healthy lifestyles</b><br><b>How can we be active?</b><br>Pupils explore a range of ways to be active and how it helps our bodies.<br><b>HL2</b>        | <b>Healthy lifestyles</b><br><b>How can we look after our bodies?</b><br>Pupils build skills around hygiene routines, including sleep, dental health, personal hygiene.<br><b>HL3</b> | <b>Healthy lifestyles</b><br><b>Why should we be healthy?</b><br>Pupils explore the reasons for healthy eating and being active.<br><b>HL1 HL2</b>             | <b>Healthy lifestyles</b><br><b>What can I do to be well?</b><br>Pupils build skills to look after their own health and wellbeing.<br><b>HL3 HL4</b>                                     |
|                                                                                                                                                                                                  | 2 | <b>The world I live in</b><br><b>Who is in our school?</b> Pupils learn about similarities and differences in the school community.<br><b>WILI1 WILI4</b> | <b>The world I live in</b><br><b>What is a community?</b><br>Pupils learn about being part of a community, in school and beyond.<br><b>WILI2</b>             | <b>The world I live in</b><br><b>What are online rules?</b><br>Pupils learn about rules and how these protect children online.<br><b>WILI7 WILI4</b>       | <b>The world I live in</b><br><b>How can we help?</b> Pupils explore ways to take care of plants, pets and the environment.<br><b>WILI5</b>                                           | <b>The world I live in</b><br><b>How can we earn money?</b><br>Pupils explore money, how it can be earned and spent, and jobs people do.<br><b>WILI3 WILI6</b> | <b>The world I live in</b><br><b>How can we talk online?</b><br>Pupils explore safe ways to communicate with others online.<br><b>WILI2 WILI7</b>                                        |



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