WHITMORE
PRIMARY SCHOOL AND NURSERY

PSHE Overview 2026-27

PSHE is a vital subject at Whitmore, as it helps many of our children overcome the barriers to learning that can affect their attainment in other subjects. Any topics than could be considered part of sex education (such as body parts and puberty) are taught in the summer term, when children's maturity levels are at their highest. This also allows teachers and parents time to build a relationship, so that parents are more comfortable talking to their child's teacher if they have concerns about any of the content being taught.
EYFS objectives are taken from the Personal, Social and Emotional Development areas of the EYFS curriculum, as these often tie into mental and physical well-being and self-care, which are key concepts in PSHE at Whitmore.
An important part of our PSHE at Whitmore is Expectations Week. Expectations Week is the first week of the academic year. During this time, children are taught (or re-taught) about the school's core values (respect, honesty, perseverance, positivity and friendship). First aid and rail safety objectives are also taught during this week.

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N		*I am starting to enjoy the company of peers* *I can form relationships with new adults*	*I can select and use activities with help* *I am showing increasing confidence in new surroundings*	*I can play with more than 1 friend* *I help to suggest solutions to conflicts*	*I can follow the rules* *I am becoming more outgoing with unfamiliar people*	*I am beginning to understand how others feel* *I have developed ways of being assertive*	*I take part in pretend play* *I am able to settle at an activity for a while*
R	**EYFS Skills**	*I know my peers' names* *I can form new friendships* *I know the class rules*	*I can manage my toileting* *I am able to share* *I am beginning to regulate my behaviour*	*I think about others and wait my turn*	*I express my feelings and consider others' feelings*	*I am beginning to moderate my own feelings socially and emotionally* *I can get changed for PE*	*I can focus my attention* *I know right from wrong* *I can regulate my own behaviour*
	Kapow Units	**Self-regulation: My feelings** *To name different feelings* *To talk about how I feel* *To talk about what I can do when I have big feelings* *To talk about different feelings in my body* *To use faces to help me understand how people feel* *To find ways to help me feel calm*	**Building relationships: Special relationships** *To talk about my family and say why they are special* *To talk about other people who are special to me* *To practise sharing by taking turns with others* *To talk about what makes me unique* *To talk about what I enjoy* *To spot how we are the same and different*	**Managing self: Taking on challenges** *To understand why we have rules* *To understand the importance of persistence in the face of challenges* *To work together as a group to overcome challenges* *To learn and practise 'grounding' coping strategies* *To understand the importance of perseverance in the face of challenge* *To learn new skills, showing resilience and perseverance in the face of challenge*	**Self-regulation: Listening and following instructions** *To understand why it is important to listen carefully* *To listen attentively to a story* *To understand why it is important to tell the truth and think about the feelings of others* *To follow instructions involving several ideas or actions* *To give simple instructions* *To listen and respond to phrases and instructions that involve several ideas or actions*	**Building relationships: My family and friends** *To understand that we all have different beliefs and celebrate special times in different ways* *To understand why sharing is important* *To understand the characteristics that make a good friend* *To consider why it is important to support each other by being kind* *To learn how to help, listen to and support others when working in a team* *To plan a party to celebrate the special friendships within the class*	**Managing self: My well-being** *To learn about the importance of exercise* *To learn how yoga can help our bodies to stretch, relax and stay healthy* *To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene* *To understand what it means to be a safe pedestrian* *To understand what it means to eat healthily* *To understand the importance of healthy food choices*

Year	Autumn	Spring	Summer
1	**First Aid** *I know how to get help from an adult in the classroom or playground* **Rail Safety** *I can talk about different safety signs and say what they mean* *I can show how to behave safely around railways by following safety signs* *I can talk about who helps us at the station and on the train* *I can show how to behave safely at the station* Note: Switched on Suzi lessons 1, 2 and 3 **Citizenship** **How can I help others and the environment?** *To recognise some of the needs of babies and toddlers.* *To understand that animals have different needs and how to care for them.* *To identify ways to look after the school environment.* *To show respect when sharing ideas and opinions.* *To recognise how people help look after the school and local environments.* *To recognise how rules help people, animals and places.* **Health Protection** **How can I protect myself and others in daily life?** *To explain how and why we wash our hands.* *To describe how to protect myself in any weather.* *To recognise people who help keep us healthy.* *To talk about how my body feels when I am ill.* *To recognise if an injury is serious or not.* *To identify who can help with serious illnesses and injuries.*	**The Online World** **How do we spend time online?** *To recognise when we are online.* *To recognise online activities and in-person activities.* *To recognise that polite behaviour online is the same as polite behaviour in person.* *To explain why it is good to balance screen time with in person activities.* *To understand when and how I should tell an adult about something I see online.* *To describe how I can stay safe online.* **Staying Safe** **How can I stay safe?** *To identify what is safe and unsafe in the home.* *To identify what is safe and unsafe for our bodies.* *To explain how rules can keep us safe.* *To describe how to stay safe near roads.* *To notice how I feel when something is unsafe.* *To recognise who and how to ask for help.*	**Connecting With Others** **How can I help myself and others feel happy and safe?** *To recognise what makes me special and talk about my strengths.* *To explore how families care for and support each other.* *To understand that families should help me feel safe and cared for.* *To explain how to be a good friend.* *To explore how to be kind even when you are angry or upset.* *To explore kind and respectful behaviours.* **My Healthy Self** **How can we look after our emotions?** *To name and recognise the six emotions.* *To recognise that people may show different emotions in a situation and understand why.* *To describe emotions and how they change.* *To explore what makes me and others feel excited and calm.* *To explore what makes us feel worried, annoyed or upset.* *To talk about how we can get help with our feelings.*
2	**Rail Safety** *I can show how to behave safely at a level crossing* *I can recognise and follow the signs that keep us safe* *I can show what to do if there is an emergency* *I can say why we all need to be safe around railways* Note: Switched on Suzi lessons 4, 5, 6 and 7 **First Aid** *I understand that it is important to ensure the safety of myself and others in the event of an emergency* *I can assist in an emergency by correctly calling for help from an adult* *I can identify a major and minor head injury* *I know to get help for a casualty who has a head injury* **My Healthy Self** **How can we look after our bodies?** *To describe how being active makes me feel.* *To explain why sleep is important and how a bedtime routine can help.* *To recognise and explain that fruits and vegetables help keep our bodies healthy.* *To explain how healthy food and drink choices help the body and mind.* *To identify ways to keep my teeth clean and healthy.* *To use what I know about looking after my body to create a healthy daily routine.* **Connecting with others?** **How can I build safe, kind and caring friendships with others?** *To recognise and celebrate how people are different.* *To recognise that all families are different and all are special.* *To solve a falling-out kindly.* *To practise telling others when something feels okay or not okay to me.* *To name who I can talk to and what I can say if something feels unsafe or wrong.* *To recognise bullying behaviour and know what to do if it happens.*	**The Online World** **How can we stay safe online?** *To describe some things people can do online and how to use devices safely.* *To understand that sharing information online means it can be seen by many people.* *To recognise that private information should not be shared online.* *To identify when private information has been shared online.* *To understand that not everything we see online is real.* *To explain what to do if something online worries me.* **Citizenship** **How do people belong to a community and earn money?** *To identify the communities that people belong to.* *To explain how people contribute to a community.* *To describe jobs people do to help my local community.* *To describe how different jobs help people and communities.* *To understand what money is and how people use it.* *To recognise different ways adults get money.*	**Staying Safe** **How can I make safe choices in different places** *To understand that my body is special and belongs to me.* *To recognise simple rules that help keep my body safe.* *To understand how to stay safe at home.* *To identify how to stay safe in different places.* *To understand what to do if I cannot find my trusted adult.* *To recognise how to stay safe around water.* **Growing Up** **How can we look after and respect our bodies as we grow?** *To identify how we grow and change as we get older.* *To describe what people can do as they grow older.* *To express personal boundaries using simple language.* *To talk about body parts correctly.* *To talk about how to respect other people's belongings and bodies.* *To describe how to get help if you feel unsafe or uncomfortable.*

Year	Autumn	Spring	Summer
3	**First Aid** *I understand that it is important to ensure the safety of myself and others in the event of an emergency* *I can assist in an emergency by correctly calling for help* *I can explain the information I need to give to emergency services if they are called to an incident* *I can identify a major and minor head injury (recap from year 2)* *I know to get help for a casualty who has a head injury (recap from year 2)* *I know how to give first aid to a casualty who has a head injury* **Rail Safety** *I can explain rail safety rules and how to behave as I become more independent and responsible* *I can demonstrate that I understand rail safety signs and explain why they are there* *I can describe the warning signs at a level crossing and what to do if they appear* *I can describe other rail warning signs and reasons for these in different places* Note: Switched on for every journey lessons 1 and 2 **My Healthy Self** **How can I take care of my mind and body?** *To describe how emotions can affect our bodies.* *To recognise how others might be feeling using clues.* *To understand that our minds and bodies are connected.* *To understand why sleep is important and how we can sleep well.* *To identify strategies that may be helpful when experiencing strong emotions.* *To understand how to support ourselves and get help with our feelings.* **Connecting With Others** **What helps us feel safe and included?** *To recognise what self-respect is and why it is important.* *To identify my personal boundaries.* *To identify how families can spend time together and support each other.* *To describe what makes a good friend.* *To explore fair ways to respond after a falling-out with a friend.* *To identify what bullying is and how it might make someone feel.*	**The Online World** **How should we communicate online?** *To identify ways people communicate online and in person.* *To describe respectful ways to communicate online.* *To explain how online communication can be misunderstood.* *To understand how to respond safely to online bullying.* *To explain why we must be careful when communicating online.* *To explain and practise ways to stay safe online and seek help.* **Citizenship** **What rights and responsibilities do we have?** *To recognise that everyone has rights and responsibilities.* *To recognise that children have rights and why they matter.* *To understand how reducing what we use helps protect the environment.* *To understand how reusing items helps protect the environment.* *To recognise our responsibility to recycle at home, school and in the local area.* *To recognise how local councils look after local communities*	**Health Protection** **How can we precent illness and injury and respond if they happen?** *To understand how hygiene can help stop the spread of germs and prevent illness.* *To know how sun safety helps protect our health now and in the future.* *To understand how vaccination helps the immune system respond to some diseases.* *To identify when I can manage a health concern myself and when to ask for help.* *To recognise basic first aid responses for common injuries.* *To know how to get help in a medical emergency.* **Citizenship** **What careers do people choose and why?** *(Being published alongside new National curriculum in 2027)*

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4	**Rail Safety** *I can recognise and talk about wider rail safety risks and dangers* *I can explain some consequences of taking risks or unsafe behaviour around railways* *I can follow rules for keeping safe in and around trains and railways* Note: Switched on for every journey lesson 4 **First Aid** *I am able to identify when a casualty is having an allergic reaction to a bite or sting* *I am able to provide first aid treatment for a casualty who has been bitten or stung* *I am able to comfort and reassure a casualty who has been bitten or stung* *I am able to seek medical help if required* *I am able to identify a casualty who is having an asthma attack* *I am able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma* *I am able to seek medical help, if required, for someone who is having an asthma attack* **My Healthy Self** **How can I make healthy choices?** *To explore the importance of having a balanced diet.* *To investigate how physical activity affects the body.* *To examine how daily habits and choices can affect our energy levels.* *To recognise when someone may need support and how to seek help.* *To understand how a growth mindset helps us respond to challenges.* *To understand that being kind can help me too.* **Connecting With Others** **How can we respect each other?** *To use positive thoughts and words when things are challenging.* *To practise being respectful in different settings.* *To describe a range of ways to build trusting friendships.* *To consider how actions help us look after our friendships.* *To explain when and how to ask for help if I see bullying.* *To describe what stereotypes are and why they are unfair.*	**The Online World** **How can we decide what to trust online?** *To recognise how the internet can be helpful and challenging.* *To recognise that not all online content is appropriate for children.* *To recognise that some online information can be misleading.* *To check whether online information is reliable.* *To evaluate multiple sources of online information.* *To recognise the importance of questioning online content.* **Citizenship** **How can I spend money responsibly?** *To explore different ways to pay for things.* *To recognise how tracking money can help people make spending and saving decisions.* *To recognise how a budget can help support spending choices.* *To recognise how people decide if something is good value for money.* *To recognise the impact of spending choices.* *To recognise that money can impact how people feel.*	**Staying Safe** **What signs help me recognise what is safe and unsafe?** *To identify warning signs that a situation may be unsafe.* *To respond to an uncomfortable situation safely.* *To identify common risks and explain how to stay safe when walking, cycling or scooting.* *To explain how to stay safe in, on and around water.* *To explain when drugs and medicines can be helpful or harmful.* *To recognise hazards and explain how thinking ahead reduces risk.* **Growing Up** **How will my body and emotions change as I grow up?** *To explain what body boundaries are and how to communicate them.* *To explore how bodies change during puberty.* *To explain how to manage emotions and feelings during puberty.* *To explain what a period is and what happens when you have one.* *To describe how and why we should treat others with kindness and respect.* *To identify trusted adults and explain how they can help with worries about growing up and change.*

Year	Autumn	Spring	Summer
5	**Rail Safety** *I can talk about and show how to keep myself and others safe at a station and on a train* *I can explain ways to resist pressure to behave unsafely or take risks at a station* *I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency* *I can explain some consequences of taking risks or unsafe behaviour around railways* Note: Switched on journeys lessons 3 and 5 **First Aid** *I am able to assess a casualty's condition calmly and give first aid to a casualty who is bleeding* *I am able to give first aid to a casualty who is in shock* *I am able to seek medical help, if required for a casualty who is bleeding* *I am able to recognise when a casualty has suffered a burn or scald* *I am able to respond appropriately to a casualty who has been burnt or scalded* **Citizenship** **How can we make a difference in our communities and beyond?** *To recognise how to show care for others.* *To recognise how individuals and groups can contribute to a community.* *To recognise how the UK Government works.* *To understand the role of a local councillor.* *To recognise the role of pressure groups.* *To recognise how people can influence decisions made by the government.* **Citizenship** **How can we be in control of our money?** *To prioritise needs over wants.* *To create a weekly budget.* *To understand how borrowing and loans work.* *To explain risks when spending money online.* *To explain how money can be kept safe online and offline.* *To recognise the risks of gambling.*	**The Online World** **How am I influenced by what I see online?** *To analyse how online adverts influence what we click, buy or watch.* *To explain how online adverts are targeted.* *To recognise how different types of online content influence choices and behaviour.* *To explain how online trends influence behaviour.* *To analyse how opinions shared online can shape our views.* *To recognise that online messages can be misleading.* **Connecting with others** **Why are healthy relationships important?** *To describe how our identities are influenced by different factors.* *To understand what commitment means and how it is shown in family relationships.* *To identify different ways that families can support and protect each other.* *To evaluate healthy and unhealthy friendships.* *To develop and apply positive ways to respond to friendship challenges.* *To reflect on what assertive communication looks like and why it is important.*	**My Healthy Self** **How can I support my mind and body as I grow?** *To explore how food labels can help in making healthier choices.* *To reflect on how active I am.* *To compare the impact of different physical activities on the body.* *To recognise a range of complex feelings.* *To recognise and respond to strong and complex feelings.* *To recognise how to look after mental health.* **Growing Up** **How can I manage the changes to my body and emotions as I grow up?** *To discuss the physical and emotional changes that happen during puberty.* *I can explain how good hygiene helps me look after my body, including my private parts.* *To recognise how to treat others with kindness during puberty.* *To identify emotions that may change during puberty and know who to talk to for support.* *To describe what a period is and how to manage it.* *To recognise personal boundaries and know how to respond when they are crossed.*

Year	Autumn	Spring	Summer
6	**Rail Safety** *I can explain some consequences of taking risks or unsafe behaviour around railways* *I can describe other rail warning signs and reasons for these in different places* *I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways* *I can demonstrate that I understand rail safety signs and explain why they are there* Note: Switched on journeys lessons 6 and 7 **First Aid** *I am able to explain what an allergic reaction is* *I am able to give first aid to a casualty who is having an allergic reaction* *I am able to recognise when to call for help for a casualty who is having an allergic reaction* *I am able to identify a casualty who is choking* *I am able to assess and give first aid to a casualty who is choking* *I am able to seek medical help if required for a casualty who is choking* **My Healthy Self** **How do my choices today shape my future health?** *To understand how daily habits protect long term dental health.* *To interpret nutritional information to help make informed choices about food.* *To describe how habits can influence long term health.* *To recognise and regulate strong and complex feelings.* *To explain how our mindset can affect our personal growth.* *To understand how my actions can impact myself and others.* **Connecting With Others** **What does it mean to stand up for myself and others?** *To make links between values and personal growth.* *To evaluate how to be respectful in different situations.* *To set and respect personal boundaries, including seeking and giving consent.* *To evaluate safe, respectful ways to challenge unfairness in everyday situations.* *To describe how to respond to bullying safely.* *To explain when to seek help for yourself or someone else.*	**The Online World** **How do I feel about the things I see online?** *To understand how online platforms engage users and recognise ways to manage online activity.* *To recognise why some online gaming can be risky and how to make safe choices.* *To analyse how online content can influence how people think and feel.* *To recognise and respond to harmful online behaviours.* *To understand how what we share online can affect ourselves and others.* *To recognise the impact of online experiences on wellbeing and how to respond positively.* **Citizenship** **How can we protect everyone's rights?** *This unit is part of the new RSE & PSHE scheme, developed in line with the updated government Relationships, Sex and Health Education guidance. The lesson content will be published by 1 November 2026.*	**Staying Safe** **How can I stay safe as I grow up?** *To describe how to keep myself safe when I am at home without adult support.* *To predict and plan for risks outside the home.* *To explain how to stay safe near railways.* *To manage risk in, on and around water by following the water safety code.* *To recognise and respond to peer pressure.* *To recognise the risks of drug misuse and how to make safe choices.* **Sex Education** **How do people become parents and carers?** *To use the correct scientific vocabulary to name private body parts respectfully.* *To describe how a baby is made using scientific vocabulary.* *To understand the stages of pregnancy and the different ways babies are born.* *To recognise that families can be formed in different ways.* *To consider some of the responsibilities of having a baby.* *To understand what consent means.*