Amberley Primary School- PSHE Curriculum– Long Term Plan 2026/27



At Amberley, we want all children to leave our school:

- **able to treat people equally and respectfully**
- **able to care and support themselves and others**
- **able to be upstanding members of the community**
- **able to be nurturing, innovative and aspirational**

At Amberley The PSHE/RSE curriculum is taught and recorded using a class journal, within three threads (Health and Well-Being, Wider World Well-Being and Relationship Sex Education) which are changed termly through a progression of Health and Well-Being (looking after ourselves through basic first aid, personal hygiene and looking after how we feel as individuals) then in Spring term we move onto Wider World Well-Being (PSHE sessions being led through a lens of looking out for those around me, how my behaviour has an affect on others, communities diversity and how to develop enterprise skills) then finally moves onto Relationships and Sex Education in the Summer term (children have now reflected as themselves as individuals then moved onto how they support others and now in the final term how they decide upon healthy relationships and learn diversity of relationships as well as learning scientific vocabulary in year two and puberty and reproduction in upper key stage two). All of these objectives include statutory and non-statutory requirements from the National Curriculum. However, there is flexibility in our long term PSHE plan for staff to plan meaningful PSHE sessions which meet the needs of our children. In Early Years, the three threads will still be apparent but will appear different– to meet the expectations of the EYFS statuary framework (2021).

This long term plan has been developed by Amberley's PSHE lead (Miranda Lewis) North Tyneside Local Authority PSHE lead (Elaine Robson) and using the 2026 National Curriculum Statutory Guidance. This long term plan will grow and develop to match and meet ever developing, individual child's needs. We re lucky enough at Amberley to have a SEMH lead (Sharon Hurst) who is in constant communication with staff and children to ensure PSHE intervention is carried out in a safe, empathetic and meaningful way. These interventions are then passed onto the SENco and Deputy DSL (Antony Dawson) to ensure any outside agencies are informed to ensure the safety and well-being of the child is supported accordingly through the correct channels.

Amberley Primary School- PSHE Curriculum– Long Term Plan 2025/26

Early Years (The building blocks of Amberley's PSHE curriculum)

During their time in Nursery Amberley children will…

Communication and language (EYFS Prime Area)

- Be able to express a point of view and to debate when they disagree with an adult or friend using actions and words
- Turn taking in conversations
- Having quality conversations with adults and peers-comments about interests and hobbies.
- Listening to a variety of stories, non-fiction, rhymes and poems in a range of contexts.
- Conversations, story-telling and role play, where children share their ideas with support from staff.

Personal, social and emotional development (PSED) (EYFS Prime Area)

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Develop a confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Remember rules without needing an adult to remind them.
- Develop an appropriate way to be assertive.
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy, sad, angry or worried'
- Understand gradually how others are feeling.
- Be increasingly independent in meeting their own care needs (brushing teeth, using the toilet, washing and drying their hands)
- Make healthy choices about food, drink activity and tooth brushing.

Physical development (EYFS Prime Area)

- Be increasingly independent as they get dressed and undressed. For example: putting coats on and doing up zips.
- To start to recognise and make healthy life choices.
- Engage in activities and games which support and develop gross motor skills-foundation for developing healthy bodies and social emotional well-being.
- Fine motor control and precision activities—arts and crafts and use of small tools to develop control and confidence.

Understanding the world

- Begin to make sense of their own life story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Expressive arts and design

- To develop artistic and cultural awareness which support imagination and creativity.
- To observe, listen to and participate in conversations about what they see and hear– developing self-expression and confidence.

Maths

- To start to develop a 'have a go' resilient attitude to ensure they are happy to make mistakes.

English

- Language development from listening to staff read a variety of texts (stories, non-fiction, rhymes, poems and songs and staff questioning and talking about the world around what they like/ do not like.

Health and Well-Being | Wider World Well-Being | RSE | Diversity lens | Safeguarding Lens

British Values and Protected Characteristics Lens

Amberley Primary School- PSHE Curriculum– Long Term Plan 2025/26

During their time in Reception Amberley children will…

Early Years (The building blocks of Amberley's PSHE curriculum) Taken from EYFS Statutory guidance

Communication and language (EYFS Prime Area) ★	Personal, social and emotional development (PSED) (EYFS Prime Area) ★	Physical development (EYFS Prime Area) ★	Understanding the world
• Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. •Develop social phrases •Hold conversations when engaged in back and forth exchanges with their teachers and peers. •Express their ideas and feelings about their experiences using full sentences.	•See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider feelings of others. •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. • Manage their own needs– personal hygiene. •Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine. -have a safe pedestrian.	• Further develop the skills they need to manage the school day successfully. -lining up and queuing -mealtimes -snack time -the Amberley Prayer -following rules -sitting sensibly in assembly. •Negotiate space and obstacles safely, with consideration for themselves and others.	•Talk about members of their immediate family and community. •Name and describe people who are familiar to them. •Recognise that people have different beliefs and celebrate special times in different ways. •Talk about the lives of people around them and their roles in society. **Expressive arts and design** •To develop artistic and cultural awareness which support imagination and creativity. •To observe, listen to and participate in conversations about what they see and hear– developing self-expression and confidence. **Maths** •To start to develop a 'have a go' resilient attitude to ensure they are happy to make mistakes. **English** •Language development from listening to staff read a variety of texts (stories, non-fiction, rhymes, poems and songs and staff questioning and talking about the world around what they like/ do not like.

Health and Well-Being Wider World Well-Being RSE Diversity lens Safeguarding Lens

British Values and Protected Characteristics Lens

Year 1 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 1:

Diversity Champions



Dr Ranj Singh
-Mental Health Champion
-Part of the LGBTQ+ community
-Grew up in a Sikh household.



Ellie Simmonds
-Paralympian
-Adopted



Steven Bartlett
-Entrepreneur
-BAME' (**Black, Asian and minority ethnic**) champion
-Grew up in difficult circumstances

Health and Well-Being

Autumn Term

- To know what constitutes a healthy lifestyle– (hand washing and healthy eating)
- To know who to speak to if you feel unwell. (Teacher, Doctor, Hospital)
- To know how to prevent illness (vaccinations and personal hygiene)
- To understand the importance of being safe in a variety of weather.
- To talk about feelings (sad, happy, angry, excited)
- To understand how to keep emotionally and physically safe.
- To understand our emotions when something is lost.
- Use simple strategies for managing feelings
- To understand what 'unsafe' feels like.
- To understand what a secret is.
- To identify hazards in the home. (medicines and harmful products)
- To recognise basic first aid procedures.
- To recognise when and how to ring 999 (including a locked mobile phone) to give vital information and to practice this
- To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.
- To understand their likes and dislikes.
- To share their hobbies, likes, dislikes and needs.
- To understand the things that make us feel positive and good.
- To practice being polite and respectful.

Online Safety:

- To identify the positives and negatives of technology– Ipads, TV
- To recognise how internet and digital devices can be used safely and respectfully.
- To understand about being kind online.
- To understand about keeping personal details private online.
- To understand that not everything on the internet is true or real.
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen online.

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Wider World Well-Being

Spring Term

- To know where the money comes from and can be used for different purposes.
- To understand how different people spend money
- To show an understanding that people and other living things have needs
- To help construct, and agree to follow, group and class rules and to understand how these rules help me.
- To know that families show love and care.
- To understand what being part of a family is and who is in our family.
- To identify different ways that families and individual members care for each other.
- To know who is special to him/her.
- To play and work cooperatively.
- To understand what privacy means.
- To judge what kind of physical contact is acceptable, comfortable , unacceptable and uncomfortable.
- To know that other families sometimes look different.
- To know what to do if something about family life is upsetting or worrying.
- To practice saying "no" to friends.
- To understand about different types of change and loss and who to talk to if they need support.
- To identify similarities and differences between people.

Relationships and Sex Education

Summer Term

- To think about how behaviour affects others
- To distinguish friendly and unfriendly behaviour
- To understand that friends can fall out.
- To identify different ways that families and individual members care for each other.
- To understand how people make friends.
- To identify what a friend is.
- To understand how important friendships are in making us feel happy and secure.
- To understand what being kind is.
- To know that people's bodies can be hurt.
- To understand that somebody's words can be very hurtful.
- To understand that everyone's body belongs to them and some parts of our body is private.
- To understand how to assert boundaries,(e.g PANTS rule)
- To understand who to talk to if they are concerned about their body/ safety about their body.
- To know that their body belongs to them and the difference between safe and unsafe physical contact.
- To recognise simple ways to resolve and argument and that hurting somebody is never ok.
- To know how to ask for help if a friendship is making them feel unhappy or worried.
- To practice playing cooperatively with a friend, taking turns and including others.
- To recognise the different types of bullying (online and offline)
- To start to develop understanding about how the bullied person might be feeling and the importance of telling an adult.

Year 2 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 2:

Diversity Champions



Will. i. am
-American rapper, singer and songwriter
-Brought up by his single mother.
-Disadvantaged background
-ADHD diagnosis



George Webster
-CBeebies presenter
-Actor
-Downs Syndrome diagnosis



Hamza Yassin
-Wildlife photographer and presenter
-Winner of Strictly Come Dancing
-English as a second language
-Dyslexia diagnosis

Health and Well-Being

Autumn Term

- To begin to understand how to make real and informed choices.
- To recognise and celebrate his/her strengths and set simple but challenging goals.
- To explain why it is important to keep clean.
- To describe and carry our basic hygiene including dental hygiene.
- To understand that to keep healthy we need to look after our bodies (healthy eating and sleep)
- To understand what positive and negative feelings are and when we feel them.
- To identify their trusted adult—inside and outside of school.
- To understand which household products are harmful
- To recognise basic first aid procedures
- To know how and when to ring 999 ring 999 (including a locked mobile phone) to give vital information and to practice this.
- To understand their individuality and that not everyone likes, dislikes and needs the same things.
- To share their likes, dislikes and needs and respectfully listen to other people's.
- To understand the ways to be polite and respectful.
- To understand when to ask for permission and when others should ask for their permission.
- To know how to not give permission clearly and respectfully.
- To identify their trusted adult and how they might be different to adults who are familiar to them.
- To understand the importance of not keeping adults' secrets (only happy surprises) and telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed or unsafe.
- To understand what to do if they feel unsafe or worried for themselves or others and how to ask for help.
- To understand the things that they do and people do that make them feel positive and good.
- To understand ways to keep safe when in the local area– roads, parks, the lake, railways, busy places and on the street.
- To understand our emotions when something or someone is lost.

Online Safety:

- To understand how too much online activity might affect mood and physical health.
- To understand the importance of being kind online and how people's feelings can be hurt by unkindness online.
- To understand that sometimes people might behave differently online.
- To understand about keeping personal details private online.
- To understand how digital devices can be used safely and usefully.
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen online.

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Wider World Well-Being

Spring Term

- To know about the process of growing from young to old and how people's needs change.
- To know that money comes from different sources
- To understand that money has different importance to different people.
- To discuss which careers are carried out by men or women in a class.
- To know the role money plays in his/her life including how to manage his/her money, keep it safe and the spending of it.
- To know how we are part of a 'team'.
- To recap what a family is, who are family are and why they are important to us.
- To understand how and why somebody is special to him/her.
- To know that others" families sometimes look different but we should respect these differences.
- To understand how unique our families are and how we spend time together and how this might look different to others.
- To listen to other people's point of view.
- To understand personal boundaries and what they are willing or appropriate to share with his/her friends/family/teaching staff.
- To judge what kind of physical contact is acceptable, comfortable , unacceptable and uncomfortable and how to respond.
- To know what to do if something about family life is upsetting or worrying.
- To recognise we sometimes need to say 'no' to our friends.
- To know what to do if something about family life is upsetting or worrying.
- To discuss and recognise what makes them unique and special and how they are same as, different to, others.
- To understand that being part of different groups of people (inside and outside of Amberley) can contribute to the sense of belonging.
- To be aware that someone's feelings can affect how they behave.
- To understand about different types of change and loss– how loss can affect people and who can help.

Relationships and Sex Education

Summer Term

- To identify characteristics of friendships, such as respect, truthfulness and kindness.
- To understand how people make friends and how to be kind and caring in friendships.
- To discuss and understand what a good friend is.
- To understand that most relationships have their ups and downs.
- To understand that friends can argue and they can make up.
- To recognise that friends care for each other and relationships should be based on fairness and kindness.
- To recognise that sometimes friends quarrel and our actions affect the feelings of others
- To recognise what kind and unkind is.
- To understand how somebody's actions and words can be hurtful.
- To understand that people's bodies and feelings can be hurt.
- To identify similarities and differences between themselves and the opposite gender.
- To recognise and name using the proper terminology parts of the body (penis, testicles, vagina) how these areas of the body are private and know the similarities and differences between boys and girls.
- To understand ways to resolve an argument and that physically hurting somebody is never ok.
- To know how to ask for help if a friendship is making them feel unhappy or worried.
- To practice playing cooperatively with a friend, taking turns and including others.
- To discuss strategies to practice if they feel upset or angry with someone.
- To recognise the different types of bullying (online and offline) and how bullying can be influenced by others.
- To understand the importance of telling an identified adult if they experience of witness bullying.
- To understand how to assert boundaries,(e.g PANTS rule)
- To understand who to talk to if they are concerned about their body/ safety about their body.

Year 3 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 3:

Diversity Champions



Greta Thunberg
-Environmental activist
-Diagnosed with depression
-Autism diagnosis



Rose Ayling-Ellis
Winner of Strictly Come Dancing
-Actress
-Deaf since birth



Ncuti Gatwa
-Actor (the new Dr Who!)
-Refugee
-Part of the LGBTQ+ community

Health and Well-Being

Autumn Term

- To discuss how arguments make you feel.
- To reflect and celebrate own achievements and recognise strengths.
- To have begun to build self-esteem and confidence by looking at their skills and achievements.
- To understand about self-respect and how this links to their own happiness.
- To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.
- To understand change, including transitions.
- To identify who he/she could talk if they were feeling unsafe inside and outside of school.
- To understand why people may keep secrets.
- To understand how to make healthy choices about their body.
- To understand that household products, including medicines, can be harmful if not used properly.
- To understand that to keep healthy we need to look after our bodies and minds (healthy eating, physical exercise and rest)
- To recognise basic first aid procedures
- To know how and when to ring 999 (including a locked phone) and to know vital information.
- To understand situations where you need to seek and give/ not giving permission.
- To understand what to do if they feel unsafe or worried for themselves or others and how to ask for help.
- To understand ways to keep safe when in the local area– roads, parks, the lake, railways, busy places and on the street.
- To understand how we might struggle with our emotions when and if we lose somebody (bereavement) and who to speak to if we need support.
- To understand who to speak to if you feel unwell (Teacher, Doctor, Hospital)
- To know how to prevent illness and to support ourselves to be healthy.

Online Safety:

- To understand how too much online activity might affect mood and physical health.
- To understand the importance of being kind online and how people's feelings can be hurt by unkindness online.
- To understand how manage online activity and understand how much time is their own limit.
- To understand about keeping personal details private online.
- To begin to understand the difference between harmful content and contact online.
- To understand there is a minimum age for joining certain games and sites (appropriate to year 3)
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen online.

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Wider World Well-Being

Spring Term

- To know that in school and wider society we expect to be treated with respect.
- To recognise that children and adults have responsibilities.
- To learn to consider the lives of people living in other places and people who hold different values and customs
- To know what community means and how they belong to one at Amberley.
- To understand why our 'special' people look after us and how they show us love, care, protection.
- To develop simple strategies to resolve simple arguments.
- To understand how money comes from different jobs.
- To understand the term economics
- To understand how different careers and economics are connected.
- To understand what a stereotype is.
- To understand that males and females can do the same tasks and enjoy the same things.
- To understand courtesy and manners.
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
- To know how to take care of their body, understanding that they have the right to protect their body from in-appropriate and unwanted contact.
- To recognise that all actions have consequences.
- To know what to do if something about family life is upsetting or worrying.
- To recap what my family is, who is in my family and why my family is unique.
- To listen and understand about different families in my class and respect these differences.
- To recognise that love is at the centre of a family.
- To know what to do if something about family life is upsetting or worrying.
- To understand how people around us in our families, at Amberley and outside of school have a variety of needs.
- To develop strategies to respond to different situations where they experience disappointment or frustration with others.

Relationships and Sex Education

Summer Term

- To know that stable, caring relationships, which may be of different types, are at the heart of happy families.
- To identify characteristics of friendships, such as respect, truthfulness, sharing interests and loyalty..
- To know healthy relationships are positive and welcoming towards others.
- To understand and discuss the importance of friendships.
- To know that most friendships have ups and downs and these can be worked through.
- To know that civil partnerships and marriage are examples of public demonstration of commitment.
- To know how to recognise who they can/cannot trust.
- To understand what is fair and unfair.
- To understand that males and females can do the same tasks and enjoy the same things.
- To know how to ask for help if a friendship is making them feel unhappy, worried or uncomfortable.
- To recognise how to be a good friend.
- To discuss skills to create friendships.
- To discuss how we choose our friends.
- To understand that we can have more than one friend.
- To recognise that healthy friendships make people feel included.
- To discuss skills and strategies to do if they feel lonely.
- To discuss and understand what to do if they notice somebody feeling lonely or excluded.
- To recognise the different types of bullying (online and offline) and how bullying can be influenced by others and the impacts bullying has on all those involved.
- To understand the importance of telling an identified adult if they experience of witness bullying.
- To understand the difference between public and private.

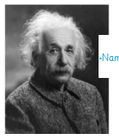
Year 4 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 4:

Diversity Champions



Albert Einstein
-Named one of the greatest scientists of all time.
-Dyslexia diagnosis



Nicola Adams
-Professional boxer
-Part of the LGBTQ+ community
-Grew up within disadvantaged circumstances.

Tom Daley
-Olympian
-British diver
-Part of the LGBTQ+ community
-Arts and Crafts champion



Health and Well-Being

Autumn Term

- To recognise and respond appropriately to a wide range of feelings
- To know how to judge whether what they are feeling and how they are behaving is appropriate.
- To understand that bacteria and viruses can effect health and that following simple routines can reduce their spread.
- To understand the importance in simple personal hygiene practices.
- To be self-confident in a range of situations and be able to say no.
- To know about people who are responsible for helping me stay healthy and safe and how I can help these people.
- To understand the difference between small and big choices.
- To understand that to keep healthy we need to look after our bodies and minds.
- To recognise basic first aid procedures and recognise when and how to ring 999 (including a locked mobile phone) and to practice this.
- To understand situations where you need to seek and give/ not giving consent.
- To understand the importance of not keeping adults' secrets (only happy surprises) and telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed or unsafe.
- To understand what to do if they feel unsafe or worried for themselves or others and how to ask for help.
- To recognise ways to keep safe whilst out and about– assessing risk within unfamiliar places with an adult.
- To understand ways to keep safe when in the local area– roads, parks, the lake, railways, busy places and on the street.
- To understand what grief is and how it affects us and who to speak to if we need support.
- To understand the importance of being safe in a variety of weather.

Online Safety:

- To understand how too much online activity might affect mood and physical health.
- To understand the importance of being kind online and how people's feelings can be hurt by unkindness online.
- To understand how manage online activity and understand how much time is their own limit.
- To understand about keeping personal details private online.
- To understand the difference between harmful content and contact online and this could have an affect on the viewer.
- To begin to understand how AI has had an affect on created 'fake' news and images and how this could be harmful.
- To begin to understand the risks of online behaviour– especially in sharing any material online could be circulated.
- To understand there is a minimum age for joining certain games and sites (appropriate to year 4)
- To understand their limits of online activity.
- To know alternatives to online activity.
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen online.

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Wider World Well-Being

Spring Term

- To recognise that we have rules for a reason and that need to be followed.
- To understand that people may try to persuade us to do things and we have the right to say no.
- To recognise when they need help and develop the skills to ask for help.
- To understand career paths.
- To understand how career choices affect the economics of a household.
- To understand budgeting.
- To know about the process of growing from young to old and how people's needs change and the responsibilities that increasing independency may bring.
- To understand about enterprise and the skills which make someone enterprising.
- To know how community works outside of school.
- To identify people are special to us within our family and how these people provide love, care, protection and safety.
- To know how we can support and care for people we think are special to us.
- To develop strategies to resolve disputes through negotiation.
- To recognise stereotypes.
- To realise the nature of consequences of discrimination, teasing, bullying and how to respond and ask for help.
- To listen and understand about different families in my class and celebrate these differences.
- To listen respectfully and understand that families differ and how and why they are different.
- To know what to do if something about family life is upsetting or worrying.
- To understand how people around us in our families, at Amberley and outside of school have a variety of needs and the importance of balancing these needs.
- To develop appropriate strategies to respond to different situations where they experience disappointment or frustration with others.
- To understand about change and loss and how people react to these in different ways.

Relationships and Sex Education

Summer Term

- To understand how they can improve or support respectful relationships by recognising and managing feelings.
- To recognise different types of relationships and the importance of being in stable caring relationships.
- To recognise ways in which a relationship can be unhealthy
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.
- To understand what she/he thinks is right or wrong.
- To understand as we get older, change will happen within our families and to know families are there to support each other.
- To understand and discuss the importance of friendships and how positive friendships support well-being.
- To know how to ask for help if a friendship is making them feel unhappy, worried or uncomfortable.
- To recognise how to be a good friend and which attributes makes a good friend.
- To discuss skills to create and sustain friendships.
- To discuss how we choose our friends and how these friendships might change over time.
- To understand that we can have more than one friend and how having different friendships can bring positive experiences.
- To recognise that healthy friendships make people feel included, safe and happy.
- To discuss skills and strategies to do if they feel lonely or excluded.
- To discuss appropriate strategies to do if they have noticed somebody feeling lonely, unhappy or excluded.
- To recognise how friendship choices might influence our decisions. (Peer approval)
- To understand that we all have the right of privacy.
- To recognise the signs of puberty

Year 5 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 5:

Diversity Champions



Michael Phelps
-Professional swimmer
-Olympian
-ADHD diagnosis



Billie Eilish
-Worldwide singer and performer
-Homeschooled
-Mental Health champion
-Diagnosed with Tourettes

Alex Scott
-Sports presenter
-Professional footballer
-Part of the LGBTQ+ community



Health and Well-Being

Autumn Term

- To understand the differences between secrets and nice surprises and the importance of not keeping any secret that makes him/her feel uncomfortable.
- To think about how their behaviour affects others and how they can play a role in helping others.
- To recognise that they might experience conflicting emotions.
- To understand that good personal hygiene becomes more important through puberty.
- To understand that bacteria and viruses can affect health.
- To understand how choices can affect our and those around us lives.
- To understand what peer pressure and approval is.
- To recognise how to keep our minds and bodies healthy.
- To recognise basic first aid procedures and to know how and when to ring 999 (including a locked mobile phone) using vital information and to practice this.
- To understand situations where you need to seek and give/ not giving consent with friends, peers and adults.
- To understand what to do if they feel unsafe or worried for themselves or others and how to ask for help.
- To understand the risks and effects of legal drug products e.g alcohol, caffeine, vapes, nicotine pouches
- To understand what a habit is and how some habits are hard to break.
- To recognise ways to keep safe whilst out and about– assessing risk within unfamiliar places with or without an adult.
- To understand ways to keep safe when in the local area– roads, parks, the lake, railways, busy places and on the street.
- To understand how grief can be difficult and who to speak to if we need help.

Online Safety:

- To know how too much screen time can affect health and well-being.
- To understand the importance of being kind online and how people's feelings can be hurt by unkindness online.
- To understand how manage online activity and understand how much time is their own limit.
- To understand about keeping personal details private online and the awareness of scams and people pretending to be somebody else.
- To understand the difference between harmful content and contact online and this could have an affect on the viewer.
- To understand the risks of online behaviour– especially in sharing any material online could be circulated and how this material can not be deleted.
- To understand there is a minimum age for joining online games and social media and these rules are there to protect children.
- To understand their limits of online activity.
- To understand how people's online persona and appearance can be very different to reality.
- To understand positive and negative online behaviour
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen

At Amberley, we want all children to leave our school:

- able to treat people equally and respectfully
- able to care and support themselves and others
- able to be upstanding members of the community
- able to be nurturing, innovative and aspirational

Wider World Well-Being

Spring Term

- To understand that differences and similarities between people arise from a number of factors.
- To recognise and discuss the key attributes which makes a family.
- To realise the nature and consequences of discrimination.
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- To understand career paths and how to how some career paths are different.
- To plan their own career path– according to their aspiration
- To practice enterprising skills.
- To understand budgeting and prioritising money.
- To understand how economics is an important aspect of living in modern Britain.
- To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- To know and understand about keeping themselves safe.
- To begin to think about the lives of people living in other places and people with different values and customs.
- To develop strategies to resolve disputes and conflict through negotiation and compromise.
- To recognise and challenge stereotypes.
- To recognise bullying and abuse in all its forms
- To recap that love makes a family.
- To recap that families can differ and celebrate these differences.
- To know what to do if something about family life is upsetting or worrying.
- To understand that families can go through change and experience difficult times and can support each other through these.
- To understand there are organisations that can support people to stop using alcohol, nicotine or other drugs and who they can talk to if they are worried about somebody they know.

Relationships and Sex Education

Summer Term

- To be aware of different relationships.
- To recognise what constitutes a positive healthy relationship.
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- To respect equality and diversity in a relationship.
- To know that civil partnerships and marriage are examples of public commitment and love.
- To know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
- To know that forcing anyone to marry is a crime.
- To know how their body will be emotions may change as they approach and move through puberty.
- To understand about menstrual wellbeing and the key facts about the menstrual cycle.
- To discuss the importance of good friendships and how positive friendships support well-being.
- To know how to ask for help if a friendship is making them feel unhappy, worried or uncomfortable.
- To recognise how to be a supportive and caring friend and which attributes creates a positive and healthy friendship.
- To discuss skills to create, sustain and look after friendships which are respectful, caring, fun and respecting boundaries.
- To discuss how we choose our friends and how these friendships might change over time as we get older.
- To understand that healthy friendships are not controlling or possessive.
- To discuss how their healthy friendships make people feel included, safe and happy.
- To discuss skills and strategies to do if they feel lonely or excluded and who to ask for support.
- To discuss appropriate strategies to do if they have noticed somebody feeling lonely, unhappy or excluded.
- To understand the importance of telling an identified adult if they experience of witness bullying.
- To understand that we all have the right of privacy and why somebody might keep something private.

Year 6 -Long Term Plan.

PHSE/RSE Curriculum 2026

- Diversity lens
- British Values and Protected Characteristics Lens
- Safeguarding Lens

Year 6:

Diversity Champions



Simone Biles
-Olympic gymnast.
-Adopted
-Home schooled
-Abuse survivor
-Mental Health champion



Ade Adepitan
-Show Racism the Red Card champion.
-Classed as disabled– wheelchair user.
-Sportsman—world basketball champion
-Migrated to UK at a young age.



Tom Holland
- Worldwide known actor
- -Childhood star
- Dyslexia diagnosis

Health and Well-Being

Autumn Term

- To understand the concept of keeping something confidential or secret and when it is right to break this confidence.
- To understand that their actions effect themselves and others.
- To learn to differentiate between risk, danger and hazard.
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly.
- To understand that good personal hygiene becomes more important through puberty.
- To reflect on and celebrate his/her achievements, identify his/her strengths, areas for improvement, set high aspirations and goals.
- To begin to understand the concept of a healthy and balanced lifestyle.
- To understand what peer pressure is and how this might effect him/her as she grows older.
- To understand strategies to manage peer influence and peer approval.
- To recognise how to keep our minds and bodies healthy during stressful situations.
- To recognise basic first aid procedures and to know how and when to ring 999 (including a locked mobile phone) and to know vital information.
- To understand the consequences of vaping
- To understand situations where you need to seek and give/ not giving consent with friends, peers and adults.
- To understand about keeping something secret or confidential, when this should not be agreed to and when it is right to break confidence or share a secret and who to tell if a secret makes them feel uncomfortable, worried or unsafe.
- To understand what to do if they feel unsafe or worried for themselves or others and how to ask for help.
- To understand the risks and effects of legal drug products e.g alcohol, caffeine, vapes, nicotine pouches
- To understand what can influence people to use or not use drugs (eg alcohol, nicotine, cannabis) and how a drug habit is hard to break.
- To recognise ways to keep safe whilst out and about– assessing risk within unfamiliar places with or without an adult.
- To understand ways to keep safe when in the local area– roads, parks, the lake, railways, busy places and on the street.
- To understand how grief can be difficult and who to speak to if we need help.
- To understand the importance of staying safe in a variety of weather.

Online Safety:

- To know how too much screen time can affect health and well-being.
- To understand the importance of being kind online and how people's feelings can be hurt by unkindness online.
- To understand how manage online activity and understand how much time is their own limit.
- To understand about keeping personal details private online and the online risks and awareness of scams and people pretending to be somebody else.
- To understand the difference between harmful content and contact online and this could have a lasting affect on the viewer.
- To understand the risks of online behaviour– especially in sharing any material online could be circulated and how this material can not be deleted and the lasting affect this may have.
- To understand their limits of online activity.
- To know alternatives to online activity.
- To understand positive and negative online behaviour
- To know how screen time can have a negative affect on mood and physical health.
- To understand who to talk to for advice and support if they feel worried or concerned about something they have seen online.
- To understand how people's online persona and appearance can be very different to reality and the influence some people have online.
- To understand there is a minimum age for joining online games and social media and these rules are there to protect children.

At Amberley, we want all children to leave our school:

- To understand that people and other living things have human rights.
- To learn about and prepare to start secondary school.
- To understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment .
- To use enterprise skills effectively and use these skills in real-life terms (make a £5 grow)
- To understand how enterprising skills are an important aspect of life and careers.
- To identify educational pathways to achieve career aspirations.
- To understand the affect rising living costs have on modern Britain.
- To know how different people's lives are shaped by economics and which charities are available to support these people.
- To listen and respond respectfully to a wide rage of people and to feel confident to raise their own concerns and constructively challenge others' points of view.
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.
- To understand how disposable vapes have an effect on the planet, our health and other's health.
- To know about what might influence people's decisions about a job or career.
- To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- To recap that families can differ– what makes your family different?
- To understand how and why families differ– e.g with or without children, single parents, LGBT+ parents, blended families adoption and fostering and that all families should be respected.
- To know what to do if something about family life is upsetting or worrying.

Wider World Well-Being

Spring Term

- To recognise what constitutes a healthy relationship.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To gain skills to recognise 'risky' or negative relationships and ask for help.
- To learn about why and how friendships change and develop positive ways to manage changing and developing friendships.
- To learn how to manage relationships positively, online and offline.
- To discuss and consider that friendships have ups and downs, can change but that working through differences can sometimes strengthen friendships.
- To describe how and why the body changes during puberty in preparation for reproduction.
- To know key facts about puberty and the changing adolescent body, including physical and emotional changes,.
- To learn about human reproduction.
- To discuss the importance of good friendships and how positive friendships support well-being.
- To know how to ask for help if a friendship is making them feel unhappy, worried or uncomfortable.
- To discuss and understand what constitutes as a positive, healthy friendship. E.g mutual respect, trust, kindness, celebrating each other's successes.
- To understand that friendship changes as we become older.
- To understand that healthy friendships are not controlling or possessive, that we can have more than one friend and having different friendships (inside and outside of Amberley) can bring positive experiences.
- To understand that healthy friendships make people feel included, safe and happy.
- To recognise when they or others are feeling lonely or excluded and strategies to include others.
- To understand and recognise the importance of seeking support if they feel lonely or excluded.
- To understand the importance of telling an identified adult if they experience of witness bullying.

Relationships and Sex Education

Summer Term