



Long Term Plan Personal, Social, Health and Economic 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (Themes are dictated through children's own interests)	<ul style="list-style-type: none"> 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. Play with one or more other children. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 		<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad' Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 		<ul style="list-style-type: none"> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. 	
Reception (Themes are dictated through children's own interests)	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 		<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - personal hygiene 		<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing; <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	
ELG (Themes are dictated through children's own interests)	<p>Self-Regulation ELG</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships ELG</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships 					

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	Relationships		Living in the Wider World		Health and Wellbeing	
Year 1	Caring Relationships <i>Who is special to us?</i>	Healthy Relationships <i>What are the PANTS rules?</i>	Media Literacy and Digital Resilience <i>How can we keep safe when on screen?</i>	Money and Work <i>What jobs do people do?</i>	Healthy Body <i>What helps us stay healthy?</i>	Keeping Safe <i>How rules keep us safe?</i>
Year 2	Caring Relationships <i>What makes a good friend?</i>	Healthy Relationships <i>What is bullying?</i>	Media Literacy and Digital Resilience <i>Is the internet a good thing?</i>	Money and Work <i>What can we do with money?</i>	Healthy Body <i>What helps us grow and stay healthy?</i>	Keeping Safe <i>What helps us to stay safe?</i>
Year 3	Caring Relationships <i>How can we be a good friend?</i>	Healthy Relationships <i>What are families like?</i>	Media Literacy and Digital Resilience <i>How can we keep safe when online?</i>	Money and Work <i>What will help me get a job?</i>	Healthy Body <i>How can I make healthy choices?</i>	Keeping Safe <i>How can I identify risks in the home?</i>
Year 4	Caring Relationships <i>How do we treat each other with respect?</i>	Healthy Relationships <i>How can I identify risky relationships?</i>	Media Literacy and Digital Resilience <i>What is the media?</i>	Money and Work <i>How do I budget my money?</i>	Healthy Body <i>How do our choices affect our bodies?</i>	Keeping Safe <i>How can I keep myself safe outside of school?</i>

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Year 5	Caring Relationships <i>How can friends communicate safely?</i>	Healthy Relationships <i>When do I ask for permission?</i>	Media Literacy and Digital Resilience <i>What is my digital footprint?</i>	Money and Work <i>What job can I do when I am older?</i>	Healthy Body <i>What happens to our bodies as we grow?</i>	Keeping Safe <i>How can we help in an accident or emergency?</i>
Year 6	Caring Relationships <i>How do friendships change as we grow?</i>	Healthy Relationships <i>How do I keep myself safe in relationships?</i>	Media Literacy and Digital Resilience <i>How can the media influence people?</i>	Money and Work <i>What decisions can people make with money?</i>	Healthy Body <i>How can we make healthy decisions as we grow?</i>	Keeping Safe <i>How can we keep ourselves safe in the community we live in?</i>

A Healthy Mind (Mental Health and Wellbeing) is taught through ROAR which is delivered by our learning mentor across all classes Y1-Y6.

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