



# PSHE/RSE Long Term Overview – 2025/2026

<b>INTENT</b>	<p>At Broomfield Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community which supports their personal development. At Broomfield Primary School, we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance.</p> <p>We believe that PSHE plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE and RSE taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies were children’s spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.</p> <p>We use the Cambridgeshire scheme for PSHE and RSE.</p> <p>*Not a focus theme</p>					
	<b>IMPLEMENTATION</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>
<b>Foundation</b>	*Beginning and Belonging – Ground Rules & Networks of Support  My Emotions	Family and Friends (inc. anti-bullying)	Identities & Diversity  Me and My World MWF	My Body and Growing Up	Keeping Safe (icl. Drug Education)	Healthy Lifestyles
<b>Year 1</b>	*Beginning and Belonging	Anti-bullying	Diversity and Communities	Relationships and Sex Education	Personal Safety	Healthy Lifestyles

	-Ground Rules & Networks of Support Family and Friends					
<b>Year 2</b>	Rights, Rules and Responsibilities	Managing Safety and Risk *Anti-bullying Week	My Emotions	Relationships and Sex Education	Drug Education	Managing Change
<b>Year 3</b>	*Beginning and Belonging - Ground Rules & Networks of Support Family and Friends	Linking Schools Project Anti-bullying	Linking Schools Project Diversity and Communities	Relationships and Sex Education	Personal Safety	Healthy Lifestyles
<b>Year 4</b>	Rights, Rules and Responsibilities	Managing Safety and Risk *Anti-bullying Week	My Emotions	Relationships and Sex Education	Drug Education	Managing Change
<b>Year 5</b>	*Beginning and Belonging - Ground Rules & Networks of Support Family and Friends	Anti-bullying	Diversity and Communities	Relationships and Sex Education	Personal Safety	Healthy Lifestyles
<b>Year 6</b>	Rights, Rules and Responsibilities House Captains	Financial Capability *Anti-bullying Week	DaART Programme (Includes Managing Safety & Risk, Drug Education) First Aid Warning Zone Trip	← →	My Emotions	Relationships and Sex Education Managing Change
<b>IMPACT</b>	Our children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our children will have developed the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will possess the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.					
<b>Article</b>	<b>Article 28</b> - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.					

	<p><b>Article 29</b> - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>
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