

PSHE Long Term Plan .

British Value: Democracy	British Value: Rule of Law	British Value: Individual Liberty	British Value: Tolerance	British Value: Respect	British Value: Resilience
EYFS Term 1	EYFS Term 2	EYFS Term 3	EYFS Term 4	EYFS Term 5	EYFS Term 6
<p>ELG: self-confidence and self-awareness - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG: managing feelings and behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG: making relationships - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>					
Year 1&2 Term 1	Year 1&2 Term 2	Year 1&2 Term 3	Year 1&2 Term 4	Year 1&2 Term 5	Year 1&2 Term 6
New Beginnings	Relationships (Anti-Bullying)	Living in the Wider World & Healthy Bodies	Living in the Wider World & Economic Skills	Relationships & SRE	Changes, Health and Wellbeing
<p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R11. that people's bodies and feelings can be hurt</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>R3. the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>R7. to offer constructive support and feedback to others</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H8. about the process of growing from young to old and how people's needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>
<p>Throughout the Year:</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>					

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Year 3&4 Term 1	Year 3&4 Term 2	Year 3&4 Term 3	Year 3&4 Term 4	Year 3&4 Term 5	Year 3&4 Term 6
New Beginnings	Relationships (Anti-Bullying)	Living in the Wider World & Healthy Bodies	Living in the Wider World & Economic Skills	Relationships & SRE	Changes, Health and Wellbeing
<p>R11. to work collaboratively towards shared goals R7. that their actions affect themselves and others L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (link to British Value Rule of Law.)</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R15. to recognise and manage 'dares' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R16. to recognise and challenge stereotypes L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H18. how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>H2. how to make informed choices and to begin to understand the concept of a 'balanced lifestyle' H8. about change, including transitions, loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread H21. strategies for keeping physically and emotionally safe including road safety, and safety in the environment H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>
<p>Throughout the Year: H1. what positively and negatively affects their physical, mental and emotional health H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R7. that their actions affect themselves and others R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>					

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Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
New Beginnings	Relationships (Anti-Bullying)	Living in the Wider World & Healthy Bodies	Living in the Wider World & Economic Skills	Relationships & SRE	Changes, Health and Wellbeing
<p>R11. to work collaboratively towards shared goals</p> <p>R7. that their actions affect themselves and others</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules(link to British Value Rule of Law.)</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p>	<p>H2. how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p>
<p>Throughout the Year:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R7. that their actions affect themselves and others</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>					

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Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
New Beginnings	Relationships (Anti-Bullying)	Living in the Wider World & Healthy Bodies	Living in the Wider World & Economic Skills	Relationships & SRE	Changes, Health and Wellbeing
<p>R11. to work collaboratively towards shared goals</p> <p>R7. that their actions affect themselves and others</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (link to British Value Rule of Law.)</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights,</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H2. how to make informed choices and to begin to understand the concept of a ‘balanced lifestyle’</p>	<p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>H9. to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H16. what is meant by the term ‘habit’ and why habits can be hard to change</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p>
<p>Throughout the Year:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R7. that their actions affect themselves and others</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>					