

Dinnington First School – PSHE & RSE Long Term Plan

Nursery – Year 4

Learn, Enjoy, Succeed Together

*This long term plan is based on the **PSHE Association scheme of work & Programme builders 2020***

It complies with RSE guidance.



PSHE is an integral part of the curriculum delivered weekly and on-going.

It responds to needs and contextual situations as they arise in class.

The school values are embedded in the curriculum

Dinnington ROCKS

Resilience

Open to new experiences

Community Spirit

Kindness

Nursery

PSED Long Term Plan

Autumn (22-36 & 30-50 months)			Spring (30-50 months)			Summer (30-50 & 40-60 months)		
Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours
<p>Interested in others’ play and starting to join in (Kindness)</p> <p>Seeks out others to share experiences (Kindness)</p> <p>Shows affection and concern for people who are special to them May form a special friendship with another child (Kindness)</p> <p>May form a special friendship with another child. (Kindness)</p> <p>Initiates play, offering cues to peers to join them. (Kindness)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (Kindness)</p>	<p>Separates from main carer with support and encouragement from a familiar adult (Resilient & Open to new experiences)</p> <p>Expresses own preferences and interests.</p> <p>Can select and use activities and resources with help Is more outgoing towards unfamiliar people and more confident in new social situations. (Resilient & Open to new experiences)</p> <p>Shows confidence in asking adults for help.</p>	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, worried. Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed (Community Spirit)</p> <p>Shows understanding and cooperates with some boundaries and routines. (Resilient)</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity (Resilience &Success)</p>	<p>Initiates play, offering cues to peers to join them. (Kindness)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (Kindness)</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (Kindness & Open to experiences)</p> <p>Keeps play going by responding to what others are saying or doing (Kind)</p>	<p>Can select and use activities and resources with help</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. (Resilience)</p> <p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks (Success)</p>	<p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Can inhibit own actions/behaviours Can usually adapt behaviour to different situations. (Resilience)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (Kindness & Open to experiences)</p> <p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise for what they have done (Success)</p> <p>Enjoys responsibility of carrying out small tasks (Success)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Can inhibit own actions/behaviours</p> <p>Begins to accept the needs of others and can take turns and share resources (Kindness)</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Aware of own feelings and knows that some actions and words can hurt others’ feelings. (Community spirit)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	
Key knowledge in the EYFS are repeated until children know more and remember more.								

Reception

PSED Long Term Plan

Autumn (30-50 & 40-50 months)			Spring (40-60 months & Goal)			Summer (40-60 months & Goal)		
Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours
<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. KINDNESS</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Takes steps to resolve conflicts with other children. COMMUNITY</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Confident to talk to other children when playing, and will communicate freely about own home and community. RESILIENCE</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Can usually adapt behaviour to different situations.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. COMMUNITY</p> <p>Beginning to be able to negotiate and solve problems without aggression. RESILIENCE</p> <p>Understands that own actions affect other people. KINDNESS</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. SUCCESS</p> <p>Children play co-operatively, taking turns with others KINDNESS</p> <p>Form positive relationships with adults and other children.</p>	<p>They are confident to speak in a familiar group, will talk about their ideas.</p> <p>They work as part of a group or class, and understand and follow the rules COMMUNITY</p> <p>Children are confident to try new activities OPEN TO NEW EXPERIENCES</p>	<p>Understands that own actions affect other people (environment) COMMUNITY</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. COMMUNITY SPIRT & SUCCESS</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings. KINDNESS</p> <p>To form positive relationships with adults and other children.</p>	<p>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</p> <p>Children are confident to try new activities. OPEN TO NEW EXPERIENCES</p> <p>Children to say why they like some activities more than others.</p> <p>To say when they do and do not need help. RESILIENCE</p>	<p>Children talk about how they and others show feelings.</p> <p>To talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. KINDNESS</p> <p>Children to adjust their behaviour to different situations and take changes of routine in their stride. RESILIENCE</p>
Key knowledge in the EYFS are repeated until children know more and remember more.								

Year 1

PSHE & RE Long Term Plan

Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>
Roles of different people; families; feeling cared for R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. (Community spirit) R2. To identify the people who love and care for them and what they do to help them feel cared for. R3. About different types of families including those that may be different to their own (Community spirit) R4. To identify common features of family life. R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. (Resilience)	Recognising privacy; staying safe; seeking permission R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. (Kindness) R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R15. How to respond safely to adults they don't know. R16. About how to respond if physical contact makes them feel uncomfortable or unsafe. R17. About knowing there are situations when they should ask for permission and also when their permission should be sought. (Resilience)	How behaviour affects others; being polite and respectful R21. About what is kind and unkind behaviour, and how this can affect others. (Kindness) R22. About how to treat themselves and others with respect; how to be polite and courteous (Kindness)	What rules are; caring for others' needs; looking after the environment L1. About what rules are, why they are needed, and why different rules are needed for different situations. L2. How people and other living things have different needs; about the responsibilities of caring for them. (Community) L3. About things they can do to help look after their environment. (Community)	Using the internet and digital devices; communicating online L7. About how the internet and digital devices can be used safely to find things out and to communicate with others. (Success & Kindness) L8. About the role of the internet in everyday life.	Strengths and interests; jobs in the community L14. That everyone has different strengths. (Resilience) L16. Different jobs that people they know or people who work in the community do. (Community) L17. About some of the strengths and interests someone might need to do different jobs.	Keeping healthy; food and exercise, hygiene routines; sun safety H1. About what keeping healthy means, different ways to keep healthy. (Success) H2. About foods that support good health and the risks of eating too much sugar. H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. H4. About why sleep is important and different ways to rest and relax. H5. Simple hygiene routines that can stop germs from spreading. H8. How to keep safe in the sun and protect skin from sun damage. H9. About different ways to learn and play; recognising the importance of knowing when to take a break	Recognising what makes them unique and special. H11. About different feelings that humans can experience. H12. How to recognise and name different feelings. (Resilience) H13. How feelings can affect people's bodies and how they behave. H14. How to recognise what others might be feeling. (Kindness) H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H21. To recognise what makes them special. H22. To recognise the ways in which	How rules and age restrictions help us; keeping safe online H28. About rules and age restrictions that keep us safe. H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. (Success & Resilience)

						<p>from time online or TV.</p> <p>H10. About the people who help us to stay physically healthy. (Community spirit)</p>	<p>we are all unique. (Community spirit)</p> <p>H23. To identify what they are good at, what they like and dislike. (Success)</p> <p>H24. How to manage when finding things difficult.</p>	
Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>
Websites	Websites		Websites			Websites	Websites	Websites
<p><u>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</u></p> <p><u>Metro charity KS1 Love and respectful relationships</u></p> <p>Lucina and Godfrey – First Day at School – book on school server.</p>	<p><u>NSPCC – The underwear rule resources (PANTS)</u></p> <p><u>1 decision (5-8)- Relationships £</u></p>		<p><u>1 decision (5-8)- Being responsible £</u></p> <p><u>Alzheimer's Society -Creating a dementia-friendly generation (KS1)</u></p>			<p><u>1 decision (5-8) - Keeping/staying healthy £</u></p>	<p><u>PSHE Association – Mental health and wellbeing lessons (KS1)</u></p> <p><u>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</u></p> <p><u>1 decision (5-8)- Feelings and emotions £</u></p>	<p><u>Thinkuknow: Jessie and Friends</u></p> <p><u>1 decision (5-8)- Computer safety/Hazard watch £</u></p>

Year 1		
Term	Theme	What children should learn
Autumn Term	Families and friendships Roles of different people; families; feeling cared for KK: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission KK: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful KK: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns
Spring Term	Belonging to a community What rules are; caring for others' needs; looking after the environment KK L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling
	Media literacy and Digital Resilience Using the internet and digital devices; communicating online KK: L7, L8	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community KK: L14, L16, L17	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do
Summer Term	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety KK: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> what it means to be healthy and why it is important about basic hygiene routines, e.g. hand washing about physical activity and how it keeps people healthy about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun ways to take care of themselves on a daily basis about healthy and unhealthy foods, including sugar intake about different types of play, including balancing indoor, outdoor and screen-based play
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong KK: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online KK: H28, H34	<ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2

PSHE & RE Long Term Plan

Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>
Making friends; feeling lonely and getting help R6. About how people make friends and what makes a good friendship. (Kindness) R7. About how to recognise when they or someone else feels lonely and what to do. (Resilience) R8. Simple strategies to resolve arguments between friends positively. (Resilience) R9. How to ask for help if a friendship is making them feel unhappy. R24. How to listen to other people and play and work cooperatively. (Community spirit)	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour R11. About how people may feel if they experience hurtful behaviour or bullying. R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. (Kindness) R14. That sometimes people may behave differently online, including by pretending to be someone they are not. R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).	Recognising things in common and differences; playing and working cooperatively; sharing opinions R23. To recognise the ways in which they are the same and different to others. (Community spirit) R24. How to listen to other people and play and work cooperatively R25. How to talk about and share their opinions on things that matter to them. (Success)	Belonging to a group; roles and responsibilities; being the same and different in the community L2. How people and other living things have different needs; about the responsibilities of caring for them. (Community spirit & Resilience) L4. About the different groups they belong to. L5. About the different roles and responsibilities people have in their community. (Community spirit) L6. To recognise the ways that they are the same as, and different to, other people. (Success)	The internet in everyday life; online content and information L8. About the role of the internet in everyday life. L9. That not all information seen online is true. (Resilience & Success)	What money is; needs and wants; looking after money L10. What money is; forms that money comes in; that money comes from different sources. L11. That people make different choices about how to save and spend money. L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want. (Resilience) L13. That money needs to be looked after; different ways of doing this. L15. That jobs help people to earn money to pay for things.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help H4. About why sleep is important and different ways to rest and relax. H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H16. About ways of sharing feelings, a range of words to describe feelings. (Kindness & Resilience) H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time	Growing older; naming body parts; moving class or year H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. (Open to new experiences & Resilience) H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). H26. About growing and changing from young to old and how people's needs change. H27. About preparing to move to a new class/year group. (Open to new experiences & Resilience)	Safety in different environments; risk and safety at home; emergencies H29. To recognise risk in simple everyday situations and what action to take to minimise harm. (Resilience) H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). H31. That household products (including medicines) can be harmful if not used correctly. H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. (Success) H33. About the people

	<p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>(Success & Resilience)</p>					<p>with family, getting enough sleep).</p> <p>H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>(Open to new experiences & Resilience)</p>		<p>whose job it is to help keep us safe.</p> <p>(Community spirit)</p> <p>H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>H35. About what to do if there is an accident and someone is hurt.</p> <p>(Resilience & Success)</p> <p>H36. How to get help in an emergency (how to dial 999 and what to say).</p> <p>H37. About things that people can put into their body or on their skin; how these can affect how people feel.</p>
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Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>
Websites	Websites		Websites			Websites	Websites	Websites
<u>1 decision (5-8) - Relationships £</u>	<u>NSPCC – The underwear rule resources (PANTS)</u> <u>1 decision (5-8)- Relationships £</u> <u>Thinkuknow Jessie and Friends</u>	<u>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</u>	<u>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</u>		<u>1 decision (5-8)- Money matters £</u>	<u>1 decision (5-8) - Keeping/staying healthy £</u> <u>PSHE Association – Mental health and wellbeing lessons (KS1)</u> <u>1 decision (5-8) - Feelings & emotions £</u> <u>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</u>	<u>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’</u> Lucinda and Godfrey – The Smell Monster – book on server.	<u>Red Cross – Life. Live it ‘Stay safe’</u> <u>Islington Healthy Schools Team – DrugWise £</u> <u>1 decision (5-8) - Keeping/staying safe £</u> <u>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</u>

Year 2		
Term	Theme	What children should learn
Autumn Term	Families and friendships Making friends; feeling lonely and getting help KK: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour KK: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions KK: R23, R24, R25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Spring Term	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community KK: L2, L4, L5, L6	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
	Media literacy and Digital Resilience The internet in everyday life; online content and information KK: L8, L9	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	Money and Work What money is; needs and wants; looking after money KK: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
Summer Term	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help KK: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	Growing and changing Growing older; naming body parts; moving class or year KK: H20, H25, H26, H27	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
	Keeping safe Safety in different environments; risk and safety at home; emergencies KK: H29, H30, H31, H32, H33, H35, H36, H27	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Year 3

PSHE & RE Long Term Plan

Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>
What makes a family; features of family life R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another. (Kindness) R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (Community spirit) R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time	Personal boundaries; safely responding to others; the impact of hurtful behaviour R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. (Kindness) R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. (Resilience) R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. (Kindness) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. (Kindness & Success)	The value of rules and laws; rights, freedoms and responsibilities L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2. To recognise there are human rights, that are there to protect everyone. (Community spirit) L3. About the relationship between rights and responsibilities.	How the internet is used; assessing information online L11. Recognise ways in which the internet and social media can be used both positively and negatively. L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. (Success & Resilience)	Different jobs and skills; job stereotypes; setting personal goals L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. (Success) L26. 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. (Community spirit & Success) L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them. (Resilience) L30. About some of the skills that will help them in their	Health choices and habits; what affects feelings; expressing feelings H1. How to make informed decisions about health. (Success) H2. About the elements of a balanced, healthy lifestyle. H3. About choices that support a healthy lifestyle, and recognise what might influence these. H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. About what good physical health means, how to recognise early signs of physical illness. (Resilience) H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and	Personal strengths and achievements; managing and reframing setbacks H27. To recognise their individuality and personal qualities (Success) H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (Success) H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. (Resilience)	Risks and hazards; safety in the local environment and unfamiliar places H38. How to predict, assess and manage risk in different situations. (Success) H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.

<p>together; being there for each other in times of difficulty.</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice. (Resilience)</p>					<p>future careers e.g. teamwork, communication and negotiation. (Success)</p>	<p>wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. (Success)</p> <p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. (Resilience)</p>		
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Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>	<u>Resources to support planning</u>
Websites	Websites		Websites			Websites	Websites	Websites
<u>Coram Life Education – The Adoptables’ Schools Toolkit</u> Lucinda and Godfrey – The Birthday Party- book on school server.	<u>NSPCC Share Aware</u>	<u>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</u> <u>Alzheimer’s Society - Creating a dementia-friendly generation (KS2)</u>		<u>Google and Parent zone Be Internet Legends</u>		<u>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</u> <u>1 decision Keeping/staying healthy £</u> <u>1 decision Feelings & emotions £</u>	<u>Primary Stars KS2 PSHE Self-esteem</u> <u>Premier League Primary Stars KS2 PSHE Inclusion</u>	<u>PSHE Association and Gamble Aware KS2 Lesson 1 Exploring risk</u> <u>1 decision Keeping/staying safe £</u>

Year 3		
Term	Theme	What children should learn
Autumn Term	Families and friendships What makes a family; features of family life KK: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset/ worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour KK: R19, R22, R24, R30	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite KK: R30, R31	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society
Spring Term	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities KK: L1, L2, L3	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	Media literacy and Digital Resilience How the internet is used; assessing information KK: L11, L12	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	Money and Work Different jobs and skills; job stereotypes; setting personal goals KK: L25, L26, L27, L30	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby
Summer Term	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings KK: H1, H2, H3, H4, H6, H7, H17, H18, H19	<ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful
	Growing and changing Personal strengths and achievements; managing and reframing setbacks KK: H27, H28, H29	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places KK: H38, H39, H41	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4

PSHE & RE Long Term Plan

Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>
Positive friendships, including online R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. (Kindness) R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online	Responding to hurtful behaviour; managing confidentiality; recognising risks online R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. (Resilience & Success) R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to,	Respecting differences and similarities; discussing difference sensitively R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. (Community spirit & Kindness) R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. (Community spirit)	What makes a community; shared responsibilities L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (Community spirit & Kindness) L6. About the different groups that make up their community; what living in a community means. (Community spirit) L7. To value the different contributions that people and groups make to the community. (Community spirit)	How data is shared and used L13. About some of the different ways information and data is shared and used online, including for commercial purposes. (Success) L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	Making decisions about money; using and keeping money safe L17. About the different ways to pay for things and the choices people have about this. L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). (Community spirit) L20. To recognise that people make spending decisions based on priorities, needs and wants. (Resilience) L21. Different ways to keep track of money. (Success).	Maintaining a balanced lifestyle; oral hygiene and dental care H2. About the elements of a balanced, healthy lifestyle. (Success) H5. About what good physical health means, how to recognise early signs of physical illness. (Resilience) H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). (Success)	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and	Medicines and household products; drugs common to everyday life H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H38. How to predict, assess and manage risk in different situations. (Success) H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). (Success) H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on

<p>with others not known face-to-face. (Success)</p> <p>R13. The importance of seeking support if feeling lonely or excluded. (Resilience)</p> <p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage. This and ask for support if necessary.</p>	<p>and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. (Resilience)</p>						<p>how to maintain personal hygiene. (Success)</p> <p>H34. About where to get more information, help and advice about growing and changing, especially about puberty. (Resilience)</p>	<p>health; recognise that drug use can become a habit which can be difficult to break. (Resilience).</p>
Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning	Resources to support planning
Websites	Websites		Websites			Websites	Websites	Websites
<p>NSPCC Share Aware</p> <p>Google and Parent zone Be Internet Legends</p>	<p>Google and Parent zone Be Internet Legend</p> <p>1 decision Computer safety £</p> <p>Lucinda and Godfrey Telling Someone - book on school server.</p>	<p>Premier League Primary Stars KS2 PSHE Diversity</p>	<p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community</p> <p>Compassionate class KS2 RSPCA</p> <p>Worcester University - Moving and moving home (KS2)</p>			<p>1 decision Keeping/staying healthy £</p>	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural</p> <p>1 decision Growing and Changing £</p>	<p>Islington Healthy Schools Team – DrugWise £</p> <p>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

Year 4		
Term	Theme	What children should learn
Autumn Term	Families and friendships Positive friendships, including online KK: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online KK: R20, R23, R27, R28	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively KK: R32, R33	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Spring Term	Belonging to a community What makes a community; shared responsibilities KK: L4, L6, L7	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
	Media literacy and Digital Resilience How data is shared and used KK: L13, L14	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access
	Money and Work Making decisions about money; using and keeping money safe KK: L17, L19 L20, L21	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
Summer Term	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care KK: H2, H5, H11	<ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty KK: H30, H31, H32, H34	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
	Keeping safe Medicines and household products; drugs common to everyday life KK: H10, H38, H40, H46	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice