

PSHE and RSE – Long Term Plans

Our whole-school Curriculum Development Leader for PSHE and RSE is: Miss E-J McGrath

EYFS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All about me <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. 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 	Terrific Tales Objectives per term	Where in the World <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. 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.	Come Outside -Mini-Beasts/Life Cycles Objectives per term	New Life – Planting seeds, Animals ELG: Self-Regulation Children at the expected level of development will: <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 	People Who Help Us Objectives per term

<p>new social situations.</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Help to 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. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 				<p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will:</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>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to 	
--	--	--	--	---	--

Begin to understand how others might be feeling.				adults and friendships with peers; • Show sensitivity to their own and to others' needs.	
--	--	--	--	---	--

Key Vocabulary

Goal Responsibility Community Friends Conflict Feelings Happy Sad Angry worried rules		Individual Valuable Feelings Respect Needs		Rules Feelings Listening Healthy Clean Brave	
---	--	--	--	---	--

Curriculum Themes

Celebrating diversity	Celebrating diversity	Celebrating diversity	Environment	Environment	Environment
Wellbeing and mental health	Wellbeing and mental health	Wellbeing and mental health	Wellbeing and mental health	Wellbeing and mental health	World of work and ambition
World of work and ambition SS/LT, Sharing, Good Manners, Helpfulness, Honesty, Self-regulation, Independence, Kindness	SS/LT Growth Mindset Respect Responsibility	Values are revisited throughout the year if there is need or as reminders			

Fundamental British Values

Individual liberty		Individual liberty		Individual liberty	
Mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance of those with different faiths and beliefs	

YEAR 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Being Me In My World *rules and how to be a good learner	Celebrating Difference *Can tell you some ways they are different from their friend *Understands differences make us all special and unique	Dreams and Goals *Can describe how they felt when succeeded in a new challenge and how they celebrated it *Knows how to store the feelings of success in their "internal treasure chest"	Healthy Me *Can tell you why their body is amazing and can identify some ways to keep it safe and healthy *Can recognise how being healthy helps them to feel happy	Relationships *Can tell you why they appreciate someone who is special to them *Can express how they feel towards a special person	Changing Me *Can identify and correctly name the parts of the body that make boys different to girls *Respects their body and understands which parts are private
Key Vocabulary					
Safe Special Calm Listening Learning Respect	Friends Differences Similarities Unique Special	Challenge Success Happy Proud	Body Healthy Exercise Happy Eating	Feelings Special Friends Family Appreciate	Similarities Differences Private parts Body parts
Curriculum Themes					
Wellbeing and mental health – Children will be encouraged to reflect on their emotions and surroundings Our school and town – Children will be encouraged to reflect on their classroom environment	Wellbeing and mental health – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness Celebrating diversity – Children will be encouraged to respect each other and accept that everyone is different	Wellbeing and mental health -	Wellbeing and mental health	Wellbeing and mental health – the importance of healthy relationships Celebrating diversity – that we should respect everyone's beliefs.	Wellbeing and mental health – understanding that changes in our bodies as we grow older are normal Celebrating diversity – we should respect everyone's bodies are different
Fundamental British Values					
The rule of law	Mutual respect and tolerance of those with	Individual liberty	Individual liberty	Mutual respect and tolerance of those with	Individual liberty

different faiths and beliefs

different faiths and beliefs

YEAR 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Being Me In My World</p> <p>*rules and how to be a good learner</p>	<p>Celebrating Difference</p> <p>*Can identify some ways in which their friend is different from them</p> <p>*Can explain why they value this difference about him/her</p>	<p>Dreams and Goals</p> <p>*Can explain some of the ways they worked cooperatively in a group to create an end product</p> <p>*Can express how it felt to be working as part of a group</p>	<p>Healthy Me</p> <p>*Can make some healthy snacks and explain why they are good for their body</p> <p>*Can express how it feels to share healthy food with friends</p>	<p>Relationships</p> <p>*Can identify some of the things that cause conflict between them and their friends</p> <p>*Can demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends</p>	<p>Changing Me</p> <p>*Can recognise the physical differences between boys and girls, use the correct names for parts of the body, appreciating that some parts are private.</p> <p>*Can tell you what they like/don't like about being a boy/ girl</p>
Key Vocabulary					
<p>Student Listening Learning Behaviours Respect</p>	<p>Friends Differences Similarities Value Acceptance Special</p>	<p>Team work Cooperation Result Feelings Belong Support</p>	<p>Healthy Snacks Friends Sharing Exercise choices</p>	<p>Friends Healthy relationships Conflict Problem-solving Techniques positive</p>	<p>Similarities Differences Private parts Physical differences Body parts</p>
Curriculum Themes					
<p>Wellbeing and mental health – Children will be encouraged to reflect on their emotions and surroundings</p> <p>Our school and town – Children will be</p>	<p>Wellbeing and mental health – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness</p>	<p>Celebrating diversity – Valuing that everyone has different ambitions.</p> <p>Wellbeing and mental health - For children to understand that they are all allowed to have</p>	<p>Wellbeing and mental health – the importance of keeping healthy not only with exercise and eating well but to enable them to understand how and</p>	<p>Wellbeing and mental health – the importance of healthy relationships</p> <p>Celebrating diversity – that we should respect everyone's beliefs.</p>	<p>Wellbeing and mental health – understanding that changes in our bodies as we grow older are normal</p> <p>Celebrating diversity – we should respect</p>

encouraged to reflect on their classroom environment	Celebrating diversity – Children will be encouraged to respect each other and accept that everyone is different	different dreams and goals which can be achieved if they persevere. World of work and ambition – Children will learn the importance of having dreams and goals that they may want to achieve later on in life e.g. a particular job.	make good choices in life, e.g. healthy relationships and the impact this will have. Celebrating diversity – Valuing that everyone has different tastes and experiences of food World of work and ambition – Children will learn the importance being fit and healthy so they can achieve their ambitions	World of work and ambition – Children need to develop a trusting relationship with teachers and other adults in order to achieve good qualifications to help them achieve their ambitions.	everyone's bodies are different
--	--	--	---	---	---------------------------------

Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty
-----------------	---	---	--------------------	---	--------------------

YEAR 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Being Me In My World *rules and how to be a good learner	Celebrating Difference *Can tell you about a time when their behaviour affected someone's feelings and what the consequences were *Can give and receive compliments and explain how this feels	Dreams and Goals *Can evaluate their learning process and identify how it can be better next time *Is confident in sharing success with others and knows how to store feelings of success in their internal treasure chest	Healthy Me *Can identify things, people and places that they need to keep safe from, and can describe some strategies for keeping safe including who to go to for help *Can express how being anxious or scared feels	Relationships *Can explain how some of the actions and work of people around the world help and influence their life *Can show an awareness of how this could affect their choices	Changing Me *Can identify how bodies change on the inside as they grow up and can tell you why these changes are necessary so that their bodies can make babies when they grow up. *Recognises how they feel about these

					changes happening and knows how to cope with these feelings
--	--	--	--	--	---

Key Vocabulary

Student Listening Learning Behaviours Respect	Behaviour Cause and affect Feelings Actions Consequences Positivity compliments	Reflect Evaluate Changes Improvements Success Confidence Feelings Pride	Safe Trust Danger Strategies Scared Anxious Brave Help	Careers Inspirations Icons Leaders Influence Decisions Choices Awareness	Bodies Developing Changes Maturing Different Babies Feelings Growing
---	---	--	---	---	---

Curriculum Themes

<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities for them to look ahead and consider where they would like to be and what they would like to achieve during the new school year. It also provides reflective time-children need head space to consider their options- they can choose a different path from that which they chose to follow last year- academically or behaviourally.</p> <p>Ambition and the world of work- understand that everybody can have aspirations and it is up to us to support and</p>	<p>Celebrating diversity- underpins whole unit</p> <p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p>Ambition and the world of work- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals.</p>	<p>Well-being and mental health-</p>	<p>Well-being and mental health-</p>	<p>Health and Well Being</p> <p>Well-being and mental health</p>	<p>Health and Well Being</p> <p>Well-being and mental health</p>
--	--	---	---	--	--

enable each other to achieve our goals.					
---	--	--	--	--	--

Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Individual liberty	Individual liberty	Individual liberty
-----------------	---	--------------------	--------------------	--------------------	--------------------

YEAR 4

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Being Me In My World</p> <p>*rules and how to be a good learner</p>	<p>Celebrating Difference</p> <p>*Can tell you a time when their first impression of someone changed as they got to know them</p> <p>*Can explain why it is good to accept people for who they are</p>	<p>Dreams and Goals</p> <p>*Knows how to make a new plan and set new goals even if they have been disappointed</p> <p>*Knows what it means to be resilient and to have a positive attitude</p>	<p>Healthy Me</p> <p>*Can recognise when people are putting them under pressure and can explain ways to resist this when they want to</p> <p>*Can identify feelings of anxiety and fear associated with peer pressure</p>	<p>Relationships</p> <p>*Can explain different points of view on an animal rights issue</p> <p>*Can express their own opinion and feelings on this</p>	<p>Changing Me</p> <p>*Can identify what they are looking forward to when they are in Year 5</p> <p>*Can reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this</p>

Key Vocabulary

<p>Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility</p>	<p>Character Assumption Judgement Surprised Different Appearance Accept</p>	<p>Dream Hope Goal Feeling Determination Perseverance Fears Hurt Plans Cope Help</p>	<p>Friend Peer pressure Anxiety Morale Esteem Drug Alcohol Smoking</p>	<p>Love Loss Memories Relationships Pets Vegetarian Special Feelings</p>	<p>Changes Reflection Strengths Improvements Goals Aspirations</p>
---	---	--	--	--	--

Curriculum Themes

<p>Wellbeing and mental health – Children will be encouraged to reflect on their emotions and surroundings</p> <p>Our school and town – Children will be encouraged to reflect on their classroom environment</p>	<p>Wellbeing and mental health – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness</p> <p>Celebrating diversity – Children will be encouraged to respect each other and accept that everyone is different</p>	<p>Celebrating diversity – Valuing that everyone has different experiences and beliefs.</p> <p>World of work and ambition – Children will learn the importance of healthy relationships so they can achieve their ambitions etc.</p>	<p>Celebrating diversity – Valuing that everyone has different experiences and beliefs.</p> <p>World of work and ambition – Children will learn the importance of healthy relationships so they can achieve their ambitions etc.</p>	<p>Health and Well Being – links very closely with relationships</p> <p>World of work and ambition – the children may want to follow in the footsteps of a special relative or friend</p>	<p>Health and Well Being – as bodies are changing and it is important that children understand why and do not worry about things.</p> <p>World of work and ambition – following in the footsteps of a special relative and may have inherited a mathematical brain from their Mum, a sporty one from their Dad etc.</p> <p>Celebrating diversity – that everyone is different and develops differently.</p>
---	--	--	--	---	--

Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty
-----------------	---	--------------------	--------------------	---	--------------------

YEAR 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Being Me In My World</p> <p>*rules and how to be a good learner</p>	<p>Celebrating Difference</p> <p>*Can explain the differences between direct and indirect types of bullying</p> <p>*Knows ways to support children who are being bullied and encourage</p>	<p>Dreams and Goals</p> <p>*Can describe the dreams and goals of a young person in a culture different from theirs</p>	<p>Healthy Me</p> <p>*Knows the roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures</p>	<p>Relationships</p> <p>*Explains how to stay safe when using technology to communicate with my friends</p> <p>*Can recognise and resist pressures to use</p>	<p>Changing Me</p> <p>*Can describe how boys' and girls' bodies change during puberty</p> <p>*Can express how they feel about the changes that will happen to them during puberty</p>

	children engaged in bullying to make other choices	*Reflects on how these dreams /goals relate to their own	*Explains how they respect and value their own body	technology in ways that may be risky or cause harm to themselves or others	
--	--	--	---	--	--

Key Vocabulary

Student Listening Learning Behaviours Respect School Community Responsibility	Bully Support Equality Race Diversity Strengths Differences	Dreams Roles Cultures Opportunities Considerations Differences Goals	Healthy Unhealthy Lifestyle Habits Choices Body image Pressure Respect Self esteem	Community E-safety Online Communicate Pressures Information Technology	Body awareness Body confidence Puberty Changes Acceptance Support Expectations Confidence
---	---	--	--	--	--

Curriculum Themes

<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom/ home. Opportunities to explore scenarios and empathise with others who we might consider different.</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p>Ambition and the world of work- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals.</p> <p>Our school our town – looking at how diverse SSPS, Luton, UK is.</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom/ home. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p>Ambition and the world of work- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals. Appreciate that to a certain extent their destiny is in their hands- they can affect change.</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p>Ambition and the world of work- understand that everybody can have a degree of control over how they treat their body- it is down to the choices they make- the better informed they are of the choices available the more likely they are to choose positively.</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to reinforce the dangers/ safe approaches to online activity and what children should do if they have concerns.</p> <p>Ambition and the world of work- understand that all of us, children and adults, will be part of many communities throughout our lives and how we behave within any one community needs to be appropriate. It is up to each of us to take on these roles responsibly and empathetically if</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom.</p> <p>Ambition and the world of work- allow children to understand how we all change as we mature and ensure that they are better prepared for these changes as well as opening their eyes to how the way in which they cope/ deal with the changes can impact their opportunities.</p>
--	--	--	---	--	--

we want to succeed/
be popular/happy in
life.

Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	The rule of law	Individual liberty
-----------------	---	---	--------------------	-----------------	--------------------

YEAR 6

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Being Me In My World *rules and how to be a good learner	Celebrating Difference *Can explain ways in which difference can be a source of conflict or a cause for celebration *Can show empathy with people in either of these situations	Dreams and Goals *Can describe some ways in which they can work with other people to help make the world a better place *Can identify why they are motivated to do this	Healthy Me *Can evaluate when alcohol is being used responsibly, anti-socially or being misused *Can tell you how they feel about using alcohol when they are older and their reasons for this	Relationships *Can recognise when people are trying to gain power or control *Can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control	Changing Me *Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born *Recognises how they feel when they reflect on the development and birth of a baby

Key Vocabulary

Student Listening Learning Behaviours Respect School Community Responsibility Team charter	Differences Similarities Tolerance Empathy Conflict Acceptance Understanding Role models	Dreams Ambitions Skills Strengths Self belief Goals Careers Empathy	Anti-social Alcohol Responsible Consumption Limits Law Misuse Behaviour Illness	Confidence Abuse Control Manipulate Protect Power Equal	Pregnancy Conception Foetus Development Changes Birth Stages Growth
---	---	--	---	---	--

Curriculum Themes

<p>Wellbeing and mental health – Children will be encouraged to reflect on their emotions and surroundings</p> <p>Our school and town – Children will be encouraged to reflect on their classroom environment</p>	<p>Wellbeing and mental health – understanding of what 'normal' is and that everyone should be accepted and embraced as they are</p> <p>World of work and ambition – don't let any perceived differences hold you back from your dream job; looking at role models who have achieved their ambitions despite their differences</p> <p>Celebrating diversity – embedded throughout through looking at and empathising with a range of different individuals and groups</p>	<p>Celebrating diversity – looking at a range of career options and famous people</p> <p>World of work and ambition – embedded throughout</p> <p>Environment – How we can improve the environment to make the world a better place</p> <p>Engineering – Links to dream jobs – discuss jobs in engineering</p>	<p>Celebrating diversity – range of scenarios with people from lots of different backgrounds discussed</p> <p>Wellbeing and mental health – embedded throughout</p> <p>World of work and ambition – Linked to work on gangs and the benefits of staying away from them</p>	<p>Well-being and mental health of the children - children to share concerns within the safe, open environment of the classroom. To reinforce the dangers/safe approaches to online activity and what children should do if they have concerns.</p> <p>Celebrating diversity – children will meet people with different beliefs and values both online and offline but that they should try to respect everyone's beliefs even if they do not agree with them.</p>	<p>Well-being and mental health-an opportunity for children to share concerns within the safe, open environment of the classroom.</p>
---	--	---	---	--	--

Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	The rule of law	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs
-----------------	---	--------------------	-----------------	--------------------	---