

PSHCE – Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Being me in my world | Dreams and Goals | Healthy Me | Relationships | Celebrating Differences | Changing Me |
| EYFS | The children learn about how they have similarities and differences from their friends. They begin to focus on a range of feelings and how to manage them. The children are introduced to the school values. | The children will discuss challenges - not giving up and trying until they have achieved their goal. (Aim high) The children are encouraged to think about jobs they know and what they might like to do when they are older – which skills will they need to be able to have the job. (character skills – 6)They also talk about achieving goals and the feelings linked to this.(Pride) | The children will learn about their bodies: the names of some key parts. To be healthy we need; eat a range of foods, the importance of sleep, and why it is important to walk our hands. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know. | The children will learn about families and the different roles people can have in a family. Talk about friendships and what makes a good friend. Teachers will model simple restorative strategies they can use to mend friendships. | The children will focus on how we have similarities and differences. Discuss how we all have qualities that make us special. The children share their experiences of their homes and are asked to explain why it is special to them. Discuss the value of friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | The children will talk about how they have changed from being a baby and learn that our bodies change in lots of different ways as we get older. They will learn the names and functions of some of the main parts of the body. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change |
| Year 1 | The children will discuss our school values and create a class charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety. | Set simple goals - how to achieve them as well as overcoming difficulties when they try (resilience) School value – aiming high. The children learn to recognise the feelings associated with facing obstacles to achieving their goals (determination/resilience) | The children learn about healthy and less healthy choices. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe. | Children will discuss their own significant relationships -family, friends, school community and why these are special and important. They will Consider their own attributes and celebrate them. Focus on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later safeguarding work. | The children will explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. | Children are introduced to life cycles, e.g. frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. Children are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles). Talk about the NSPCC pants rule. Use restorative language to discuss feelings and how to access help. |

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| Year 2 | <p>The children will discuss our school values and create a class charter. They will discuss their hopes and fears for the year ahead. Learn about rights and responsibilities; working collaboratively, and how to make their classroom a safe and fair place.</p> | <p>Set realistic goals and how they can achieve them. Aim high They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. Determination The children focus on discussions around teamwork - consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.</p> | <p>The children learn about healthy food; making healthy choices. The children will discuss how we can feel different at different times. They will learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p> | <p>Children will focus on the roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Discuss secrets, and why 'worry secrets' should always be shared with a trusted adult. Positive Friendships with a using restorative statements to and being assertive if someone is hurting them. Discuss physical contact in relationships, which are acceptable and which ones are not.</p> | <p>The children will discuss gender stereotypes - boys and girls have differences and similarities and that is OK. They explore how we should treat each other regardless of differences and it is ok for friends to have differences without it affecting their friendship. How to use restorative practices to solve friendship issues and know that bullying is not acceptable.</p> | <p>The children compare different life cycles in nature, including humans. (focussing on key stages baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, and responsibility can increase with age. Children will revisit the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles). Revisit the NSPCC pants rule. Use restorative language/strategies to manage feelings and how ask for help.</p> |
| Year 3 | <p>The children will discuss our school values and create a class charter. They will learn to recognise their self-worth and identify positive things about themselves and their achievements. Positive attitude. The children will discuss how to approach new challenges positively. Learn the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and</p> | <p>The children will discuss examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions. They discuss facing learning challenges and identify their own strategies for overcoming these – relate these challenges achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they</p> | <p>The children learn about the importance of exercise and how it helps your body to stay healthy (heart and lungs). The children discover facts about different food groups and how to make healthy choices. The children learn that drugs can help us and also be a danger. The children discuss the many ways of keeping themselves safe.</p> | <p>The children revisit family relationships - love, respect, appreciation, trust, co-operation. and roles within the family home- identify stereotypes within families. Children are reminded about restorative practices and being solution focused. Learn how to stay safe on line when gaming and using apps. Children learn about being good global citizens Revisit children's universal rights and how not all</p> | <p>The children learn about families, that they are all different and that sometimes they fall out with each other. How to use restorative practices to solve friendship issues and know that bullying is not acceptable. Revisit being solution focused when solving friendship issues. The importance of being a good bystander. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the</p> | <p>The children will learn what babies need to grow and develop. Children learn about how males and females body changes in relation to having a baby. They learn that puberty is a natural part of growing up. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p> |

| | valuing other people's opinions. | could do better next time. | | children are treated the same. | feelings associated with this. | |
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| Year 4 | The children will discuss our school values and create a class charter. The children learn about a restorative community, discuss democracy and how it is used in our school. The children learn about; how to make positive contributions, being a good bystander and how to consider other people's feelings. | The children consider their hopes and dreams - discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment - resilience. The children will focus on making new plans and setting new goals even if they have been disappointed. The class explore teamwork and overcoming challenges. Reflect on their successes and the feelings associated with Embracing challenge. | The children will look at positive friendships. The children reflect on their friendships, how different people make them feel. The children learn about how smoking /vaping and alcohol can affect your health. Finally, they learn about peer pressure and how to deal with it successfully. | The children will look at the emotional aspects of relationships and friendships - explore jealousy, changes in relationships and loss/bereavement.. How do we cope with these changes. Revisit how we work with relationships restoratively. Relationships may end due to negative reasons but also endings can be amicable. | The children consider the concept of judging people by their appearance, and of first impressions. They explore more about bullying behaviours, including online bullying and what to do if they are worried. Who are their trusted adults / go to adults. Revisit the importance of being a good bystander. The children share their own uniqueness and what is special about themselves. | The children will discuss personal characteristics and being unique. The children will discuss feelings associated with change and how to manage these. Revisit the NSPCC pants rule and Speak out. Use restorative language/strategies to manage feelings and how ask for help. |
| Year 5 | The children will discuss our school values and create a class charter. The children will plan goals for the new year. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children discuss the importance of self-regulation and being a good bystander. Discuss democracy and how it benefits the school and how they can contribute towards it. | The children share their dreams and goals and how they might need money to help them achieve them. Consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. | The children discuss the risks of smoking/vaping and how it affects the lungs, liver and heart. They will learn about the risks of alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) The children investigate how body types are portrayed in the media, on social media and celebrity culture. Discuss eating disorders and how this can be linked to | The children learn about the importance of self-esteem and highlight the importance online and in everyday life. Mental health can be damaged by excessive comparison with others. The children will focus upon a variety of positive and negative online/social media contexts including:- gaming, social networking, age-appropriateness online. They will be taught the SMARRT internet safety rules – issues of grooming and | The children explore culture and cultural differences. Focus on a discussion around racism- debating what it is and how to be aware of their own feelings towards people from different cultures. They will discuss the impact of direct and indirect bullying, as well as how to be a good bystander. The children consider happiness regardless of material wealth and respecting other people's cultures. | The children revisit self-esteem, self-image, body image – first impressions and how may be right or wrong. The influences of social media. Puberty is revisited explaining bodily changes in males and females. Conception and pregnancy (facts about the development of the foetus). Discuss becoming a teenager- increase freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate. |

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| | | | negative body image pressures. | how people online can pretend to be whoever they want. | | |
| Year 6 | <p>The children will discuss our school values and create a class charter. The children will plan goals for the year and discuss fears and worries. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide.</p> <p>Discuss what it means to be a good global citizen and how others are effected by our actions. They explore: rights and responsibilities wider community and the country they live in.</p> | <p>The children share their own strengths and further challenges themselves by setting challenging and realistic goals. They discuss their next steps in learning and how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p> | <p>The children will discuss taking responsibility for their own physical and emotional health – including the choices they make. They learn about different types of drugs and there effects on the body. The children learn about exploitation as well as gang culture and the associated risks. They also learn about mental health/illness and that people have different attitudes towards this. The children will discuss how their feeling and change and what might cause these changes</p> | <p>The children learn more about mental health and how to take care of their own mental well-being. Discuss the grief cycle and the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p> | <p>The children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying behaviours and how people can have power over others in a group. Revisit the importance of being a good bystander. Use a restorative approach to solve problems and know the importance of having a voice. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p> | <p>The children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby. They explore attraction within relationships, the importance of mutual respect, and not pressuring/being pressured. The children also learn about self-esteem, why it is important and ways to develop it.</p> <p>The children will look at the transition to secondary school – how to manage thoughts, feelings and emotions around change.</p> |