

## PSHE Long Term Plan 2020/21

Please ensure that throughout your PSHE lessons you show a range of different people and families, such as multi-racial families, same gender parents (male and female), families from a range of religions and races.

There are some suggested stories/activities in blue, but these are just suggestions so please feel free to use others if you think they are better suited.

### Hidden curriculum

These are areas that will be taught throughout school within daily teaching and as part of the wider school community.

Seeking permission

Honesty and truth - Modelled and promoted expectations within school environment

Manners

Shine Values

School Recipe - Ethos of the school, modelled and promoted expectations. Shine time focus, celebration of children achieving these through shine ambassadors.

Responsibility

Classroom - Modelled and promoted expectations, Monitors/roles to experience responsibility for certain jobs

Tidy up

Healthy Eating - Taught under HSC (EYFS)

**EYFS**

	<b>Autumn 1 Being me in my world!</b>	<b>Autumn 2 Healthy me!</b>	<b>Spring 1 What makes a good friend?</b>	<b>Spring 2 Keeping safe</b>	<b>Summer 1 People who care for me.</b>	<b>Summer 2 Working together</b>
<b>EYFS</b>	<p><b>Responsibility</b> Responsibility Classroom Shine Values Tidy up (Introduce routines and monitors)</p> <p><b>Self-confidence and self-awareness</b> • Enjoys responsibility of carrying out small tasks.</p> <p><b>Managing feelings and behaviour</b> • Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p><b>Respect</b> Speaking positively about self</p> <p><b>Self-confidence and self-awareness</b> • Welcomes and values praise for what they have done. • Shows confidence in asking adults for help.</p> <p><b>Self-confidence and self-awareness</b> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p>Celebrating sims/diffs (Self-portraits, You Choose book)</p> <p><b>Self-confidence and self-awareness</b> • Confident to talk to other children when playing, and will</p>	<p><b>Feelings</b> VOCAB – Happy, Sad, Cross Own Others (Using mirrors to make the face shapes. Feelings scenario cards)</p> <p><b>Managing feelings and behaviour</b> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>Managing feelings and behaviour</b> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><b>Friendship skills</b> Invite to play Taking turns (Draw around a child and write the things</p>	<p><b>Problem solving</b> Conflict Resolution (Play competitive teamwork games e.g. which group can build the tallest tower?)</p> <p><b>Managing feelings and behaviour</b> • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Making relationships</b> • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Friendship skills</b> Revisit: Invite to play Taking turns Teach: Listening Fairness (Listening games e.g. my friend likes beans for lunch. Role play situations that are not fair – how can we make it right? E.g. I have all the Lego)</p> <p><b>Managing feelings and behaviour</b> • Begins to accept the needs of others and can take turns and</p>	<p><b>Respect</b> Physical contact Seeking permission Pantasaurus (Model and practice "Can I have a hug?") Ensure children know it's okay to say no!)</p> <p><b>Feelings</b> VOCAB – Happy, Sad, Cross Own Others</p> <p><b>Managing feelings and behaviour</b> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>Managing feelings and behaviour</b> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><b>Making relationships</b> • They show sensitivity to others' needs and feelings, and form positive</p>	<p><b>Families and People who care for me</b> Celebrating sims/diffs families/ communities/ religions (Children to bring in a special object/photo from home.)</p> <p><b>Making relationships</b> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Respect</b> Self What I can do by myself, what I need help with</p> <p><b>Self-confidence and self-awareness</b> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p><b>Self-confidence and self-awareness</b> • Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group,</p>	<p><b>Problem Solving</b> Consequences Conflict Resolution</p> <p><b>Managing feelings and behaviour</b> • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Making relationships</b> • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Making relationships</b> • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Feelings</b> VOCAB – Happy, Sad, Cross Own Others</p> <p><b>Managing feelings and behaviour</b> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>

	<p>communicate freely about own home and community.</p>	<p>they would like in a friend. Play turn taking games such as Jenga. Practice and model asking others to play.)</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>	<p>share resources, sometimes with support from others.</p> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>	<p>relationships with adults and other children.</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	<p>will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <ul style="list-style-type: none"> <li>They say when they do or don't need help.</li> </ul> <p><b>Friendship skills</b></p> <p><i>Revisit:</i></p> <p>Invite to play Taking turns Listening Fairness (Make friendship bracelets and say why their friends are good friends)</p> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Children play cooperatively, taking turns with others.</li> <li>They take account of one another's ideas about how to organise their activity.</li> </ul>	<ul style="list-style-type: none"> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
<b>Key Stage One</b>						
	<b>Autumn 1 Being me in my world!</b>	<b>Autumn 2 Healthy me!</b>	<b>Spring 1 What makes a good friend?</b>	<b>Spring 2 Keeping safe</b>	<b>Summer 1 People who care for me.</b>	<b>Summer 2 Working together</b>

<p>Y1</p>	<p><b><u>Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>To recognise and communicate feelings to others             <ul style="list-style-type: none"> <li>To listen to, reflect on and respect other people's views and feelings</li> </ul> </li> <li>To have knowledge of how to deal/cope with different emotions (mindfulness opportunity)             <ul style="list-style-type: none"> <li>- Angry 'Why lose your temper?'</li> <li>- Loneliness 'Lonely'</li> <li>- Worried and Scared 'Everybody feels SCARED'</li> </ul> </li> </ul>	<p><b><u>How to keep fit and healthy</u></b></p> <ul style="list-style-type: none"> <li>Sun safety (you may want to teach this in summer 1)</li> <li>the importance of regular exercise.</li> </ul> <p><b><u>Basic First Aid</u></b></p> <ul style="list-style-type: none"> <li>- How to make a clear and efficient call to emergency services if necessary. This should include a number of scenarios showing why/when a child would need to call 999 and the importance of only doing it when necessary.</li> </ul> <p>'999 What is your emergency'</p>	<p><b><u>Caring Friendships</u></b></p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends. 'What are friends for?'</li> <li>The characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences. 'What friends do best'</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 'Playing in the park'</li> </ul>	<p><b><u>Being Safe</u></b></p> <p>Re-cap on safe secrets from EYFS</p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others? 'What are friends for?'</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (pants rule) 'Some parts are not for sharing'</li> <li>Sun safety (if not taught in Aut 1)</li> </ul>	<p><b><u>Families and People who care for me</u></b></p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability 'Happily Family'</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 'Daddy, Pappa and me'</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p><b><u>Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>The importance of self-respect and showing respect to others. Being kind and being a good friend.  'Playing in the the park'</li> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  'Elmer' 'It's okay to be different'</li> <li><b>Online Bullying</b> I can describe ways that some people can be unkind online.</li> </ul>
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					'My mum is fantastic'	
	Autumn 1 Being me in my world!	Autumn 2 Healthy me!	Spring 1 What makes a good friend?	Spring 2 Working together	Summer 1 People who care for me.	Summer 2 Keeping safe
Y2	<p><b><u>Mental Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>To recognise and communicate feelings to others</li> <li>To listen to, reflect on and respect other people's views and feelings</li> </ul> <p>To have knowledge of how to deal/cope with different emotions (mindfulness opportunity)</p> <ul style="list-style-type: none"> <li>Jealous '<a href="#">Katie Morag and the Tiresome Ted</a>'</li> <li>Frustrated '<a href="#">The bad tempered Ladybird</a>'</li> <li>Embarrassed</li> <li>Courage '<a href="#">Brave</a>'</li> </ul>	<p><b><u>How to keep fit and healthy</u></b></p> <p>(This topic will be taught as Science and cross curricular links to PSHE will be made. Please ensure lessons on SeeSaw go into the PSHE folder too.)</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>What constitutes a healthy diet (including understanding</li> </ul>	<p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Conflicts)</li> </ul> <p><a href="#">'Will you forgive me?'</a></p> <ul style="list-style-type: none"> <li>How to recognise when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><a href="#">'Is it right to fight?'</a></p>	<p><b><u>Respectful relationships</u></b></p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Although this is the outcome, we will focus on the importance of kindness rather than anti-bullying)</p> <ul style="list-style-type: none"> <li><b>Online Bullying</b> <a href="#">I can offer examples of how this can make others feel.</a></li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<p><b><u>Families and people who care for me</u></b></p> <ul style="list-style-type: none"> <li>Re-cap that all families can be different. <a href="#">'Grace and family'</a> <a href="#">'Mommy, mamma and me'</a></li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <a href="#">'Me and my family tree'</a></li> <li>How to recognise if family relationships are making them feel unhappy or</li> </ul>	<p><b><u>Being safe</u></b></p> <p>Re-cap safe secrets</p> <ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. <a href="#">'Some secrets should never be kept'</a> Available on ViewPure.</li> <li>How to report concerns or abuse, and the vocabulary (including naming body parts) and confidence needed to do so.</li> </ul>

		<p>calories and other nutritional content).</p> <ul style="list-style-type: none"> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>		<p>'Steggie's Stammer' 'All the colours of Earth'</p>	<p>unsafe, and how to seek help or advice from others if needed.</p>	
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