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# Longroyde Primary School

**PSHE Long Term Plan**

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| **Developing the overarching concepts of:** | **Pupils should be taught the Statutory Objectives within the topics of:** |
| **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)  **Relationships** (including different types and in different settings)  **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)  **Diversity** and **equality** (in all its forms)  **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)  **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)  **Career** (including enterprise and economic understanding)  **Rights**, **responsibility** and **consent**  **Change** and **Resilience** | **Relationships Education** |
| Families and people who care for me  Caring Friendships  Respectful Relationships  Online Relationships  Being Safe |
| **Physical Health and Mental Wellbeing Education** |
| Mental Wellbeing  Internet Safety and Harms  Physical Health and Fitness  Healthy Eating  Drugs, Alcohol and Tobacco  Health and Prevention  Basic First Aid  Changing Adolescent Body |
| **Pupils should be taught the Non-Statutory topics of:** |
| **Economic Wellbeing** |
| Where money comes from, keeping it safe and the importance of managing it effectively (including saving)  How money plays an important part in people’s lives (including related vocabulary and how a bank works..\_  A basic understanding of enterprise |

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| **Essential Skills** |
| Active listening Planning and deciding  Team working Self-management of feelings  Collaboration Recognising distorted thinking  Cooperation Drawing conclusions  Giving constructive feedback Peer approval  Empathy Using constructive feedback  Self-Reflection Making decisions and choices  Negotiation Affirming self and others  Resilience Communicating ideas and views  Resolving conflicts Looking at evidence  Communication Formulating questions  Setting goals Independent thinking  Analysing and evaluating situations Self-organisation  Managing risk and personal safety Reviewing progress  Recalling and applying knowledge and skills |
| **Pupils are to learn about the following themes in a planned, spiral programme of knowledge, skills and development**  **These Themes are from The Statutory Objectives 2020:** |
| **Year 1, 3 and 5**  Mental Wellbeing, Caring Friendships, Being Safe, Healthy Eating, Internet Safety and Harms,  Y5 cover Changing Adolescent Body |
| **Year 2, 4 and 6**  Families and people who care for me, Online Relationships, Health and Prevention, First Aid, Physical Health and Fitness, Drugs, Tobacco and Alcohol  Y6 may also cover sex education |
| **All year Groups**  Respectful Relationships  Staff will also respond to any issues arising within their cohort of children and/or community. They will meet these needs by being flexible and adapting their PSHE Programmes accordingly.  Special weeks will be observed and celebrated such as Anti-Bullying week, Child Mental Health Week etc  Although not statutory, economic wellbeing will also be taught to coincide with Money Week in June. |

**Autumn 1 – Mental Wellbeing**

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| **First Week – Class rules, Mission Statement: Links with British Values, School Values and our Curriculum intent (Resilience** *I Can do this***, Life Skills** *Winning at Life***, Basic Skills** *Practice makes Perfect***)** |
| **Year 1** |
| **Pupils should know**   * Feelings are a normal part of life, like physical health * Normal feelings that all humans experience in relation to different experience and situations – happiness, sadness, fear, anger * Recognising and talking about these emotions * To judge whether what they are feeling and how they are behaving is appropriate * The benefits of physical exercise (link to PE/Daily Mile/Supermovers etc.) on happiness * Simple self-care techniques – time spent with family and friends * Talk to an adult if feeling lonely or isolated, and where to seek help and support in school if they need it * It is common for people to feel negative feelings |
| **Year 3** |
| **Pupils should know**   * Emotional Wellbeing is a normal part of life, like physical health * Normal feelings that all humans experience in relation to different experience and situations – worry, embarrassment – and the scale of emotions * Recognising and talking about these emotions, using varied vocabulary * To judge whether what they are feeling and how they are behaving is proportionate * The benefits of time outdoors (link to outdoor learning) and community participation (participation in school and wider community) to look after Emotional wellbeing * Simple self-care techniques – benefits of hobbies and interests * How loneliness and isolation can affect children * Where to seek help and support in school if they need it * It is common for people to feel worry/anxiety/embarrassment etc. |
| **Year 5** |
| **Pupils should know**   * Mental wellbeing is a normal part of life, like physical health * Recognising a scale of emotions that all humans experience and using a varied vocabulary when talking about feelings * The benefits of voluntary and service-based activity on mental wellbeing * Simple self-care techniques – benefits of rest and sleep * Recognising triggers for seeking support and how and where to seek help and support if they are worried * It is common for people to experience mental health problems, and these can be resolved if the right support is accessed early enough. |

**Autumn 1 - Families and People who care for me**

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| **First Week – Class rules, Mission Statement: Links with British Values, School Values and our Curriculum intent (Resilience** *I Can do this***, Life Skills** *Winning at Life***, Basic Skills** *Practice makes Perfect***)** |
| **Year 2** |
| **Pupils should know**   * The characteristics of a 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 others’ lives * 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 people’s families are also characterised by love and care |
| **Year 4** |
| **Pupils should know**   * That families are important for growing up because they can give love, security and stability * That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up |
| **Year 6** |
| **Pupils should know**   * That marriage (including same sex couples and civil partnerships) represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

**Autumn 2 - Respectful Relationships**

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| **Anti-Bullying Week in November Theme 2019:** *Change Starts with us*  **Road Safety Week in November Theme 2019:** *Step up for safe streets*  **World Kindness Day 13.11.19** |
| **Year 1** |
| **Pupils should know**   * The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds) * The conventions of courtesy and manners * About different types of bullying, the impact of bullying and how to get help |
| **Year 3** |
| **Pupils should know**   * The importance of respecting others, even when they are different from them, or have different beliefs * The conventions of courtesy and manners * About different types of bullying *(definition of bullying and recognising what it is)\** and how to get help * The importance of permission seeking and giving, in relationships with friends, peers and adults |
| **Year 5** |
| **Pupils should know**   * About different types of bullying *(including indirect/social bullying)\** and how to get help   **Changing Adolescent Body**  **Pupils should know**   * Key facts about puberty and the changing adolescent body, including physical and emotional changes * About menstrual wellbeing, including key facts about the menstrual cycle |

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**Autumn 2 - Respectful Relationships**

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| **Anti-Bullying Week in November Theme 2019:** *Change Starts with us*  **Road Safety Week in November Theme 2019:** *Step up for safe streets*  **World Kindness Day 13.11.19** |
| **Year 2** |
| **Pupils should know**   * The practical steps they can take in a range of contexts to improve or support respectful relationships *(include working collaboratively, listening to and responding respectfully to others, recognising and caring about others’ feelings and trying to see others’ point of view)\** * The conventions of courtesy and manners * That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others * About the impact of bullying and how to get help |
| **Year 4** |
| **Pupils should know**   * The conventions of courtesy and manners * The importance of self-respect and how this links to their own happiness * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others * About different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help   *(about the UNCRC – rights Vs responsibilities)\** |
| **Year 6** |
| **Pupils should know**   * The importance of respecting others, even when they make different choices or have different preferences * That in school and in wider society they can expect to be treated with respect by others, and that in turn should show due respect to ... those in positions of authority * What a stereotype is, and how stereotypes can be unfair, negative or destructive *(include discrimination and prejudice here)\** * About the impact of bullying (including cyberbullying), and how to get help *(include the impact and consequences of anti-social behaviour)\** |

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**Spring 1 –Internet Safety and Harms**

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| **E-safety week in February** |
| **Year 1** |
| **Pupils should know**   * that for most people the internet is an integral part of life and has many benefits * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices... * why … some computer games … are age restricted * where and how to report concerns and get support with issues online. |
| **Year 3** |
| **Pupils should know**   * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing * the importance of keeping personal information private * How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * where and how to report concerns and get support with issues online. |
| **Year 5** |
| **Pupils should know**   * about the benefits of rationing time spent online, ... and the impact of positive and negative content online on their own and others’ mental and physical wellbeing * how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private * that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health * where and how to report concerns and get support with issues online. |

**Spring 1 – Online Relationships**

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| **E-safety week in February** |
| **Year 2** |
| **Pupils should know**   * that people sometimes behave differently online, including by pretending to be someone they are not * that the same principles apply to online relationships as to face-to-face relationships |
| **Year 4** |
| **Pupils should know**   * the importance of respect for others online, including when we are anonymous * the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
| **Year 6** |
| **Pupils should know**   * how information and data is shared and used online * how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met |

**Spring 2 – Caring Friendships**

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| **Child Mental Health Week in March** |
| **Year 1** |
| **Pupils should know**   * How important friendships are in making us feel happy and secure, and how people choose and make friends * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * How to judge when a friendship is making them feel unhappy or uncomfortable |
| **Year 3** |
| **Pupils should know**   * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * how to recognise who to trust and who not to trust *(peer pressure)\** |
| **Year 5** |
| **Pupils should know**   * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * 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*(conflict resolution)\** * [about]...managing conflict, how to manage these situations and how to seek advice or help if needed |

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**Spring 2 – Health and Prevention**

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| **Child Mental Health Week in March** |
| **Year 2** |
| **Pupils should know**   * About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer * About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist |
| **Year 4** |
| **Pupils should know**   * How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body * About personal hygiene and germs, including bacteria, viruses, how they are treated and spread, and the importance of handwashing |
| **Year 6** |
| **Pupils should know**   * The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn * The facts and science relating to allergies, immunisation and vaccination |

**Summer 1 – Being Safe**

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| **Year 1** |
| **Pupils should know**   * what sorts of boundaries are appropriate in friendships with peers and others * how to respond safely and appropriately to adults they may encounter who they do not know * how to recognise and report feelings of being unsafe or feeling bad about any adult * how to ask for advice or help for themselves and for others, and to keep trying until they are heard * how to report concerns or abuse, and the vocabulary and confidence needed to do so * where to get advice from e.g. family, school and/or other sources |
| **Year 3** |
| **Pupils should know**   * what sorts of boundaries are appropriate in friendships with peers *(personal space)\** and others (including in a digital context) * about the concept of privacy and the implications for it for both children and adults: including that it is not always right to keep secrets if they relate to being safe * how to recognise and report feelings of being unsafe or feeling bad about any adult * how to ask for advice or help for themselves and for others, and to keep trying until they are heard * how to report concerns or abuse, and the vocabulary and confidence needed to do so * where to get advice from e.g. family, school and/or other sources |
| **Year 5** |
| **Pupils should know**   * that each others’ body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know * how to recognise and report feelings of being unsafe or feeling bad about any adult * how to ask for advice or help for themselves and for others, and to keep trying until they are heard * how to report concerns or abuse, and the vocabulary and confidence needed to do so * where to get advice from e.g. family, school and/or other sources |

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**Summer 1 – Physical Health and Fitness**

**Basic First Aid**

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| **Year 2** |
| **Pupils should know**   * the characteristics and mental and physical benefits of an active lifestyle * 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   **Pupils should know**   * how to make a clear and efficient call to the emergency services if necessary |
| **Year 4** |
| **Pupils should know**   * the characteristics and mental and physical benefits of an active lifestyle (*via lifestyle choices*)\* * how and when to seek support including which adults to speak to in school if they are worried about their health   **Pupils should know**   * the concepts of basic first aid, dealing with common injuries *(scalds, burns, cuts, nose bleeds, choking, asthma attacks\*)* * *Recap*  how to make a clear and efficient call to the emergency services if necessary |
| **Year 6** |
| **Pupils should know**   * the risks associated with an inactive lifestyle (including obesity, *diabetes\**) * how and when to seek support including which adults to speak to in school if they are worried about their health *(also outside agencies including GP, nurse, dentist)*   **Pupils should know**   * the concepts of basic first aid, dealing with common injuries *(falls, sprains, breaks, bleeding, head injuries, recovery position\*)* * *Recap*  how to make a clear and efficient call to the emergency services if necessary |

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**Summer 2 – Healthy Eating**

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| ***Money Week in June***  ***LPS Wellness Week in July – focus on EWB*** |
| **Year 1** |
| **Pupils should know**   * what constitutes a healthy diet (including nutritional content) * the risks associated with healthy eating on tooth decay   ***Money Week in June***   * *Shop experience – Where does money come from? Why do we need it? Experience of costing and spending* |
| **Year 3** |
| **Pupils should know**   * the principles of planning and preparing a range of healthy meals   ***Money Week in June***   * *Pocket Money challenge – pupils to experience earning and saving up for an agreed item with parents*   Alternatively   * *Concept of the value of money and what things are worth...What can I buy for 50p, £1, £5 etc.* * *What does a family spend money on?* * *Calculate approx. amount family spends on e.g bread in one year* * *Calculate cost of different activities/days out etc.* |
| **Year 5** |
| **Pupils should know**   * the characteristics of a poor diet and risks associated with unhealthy eating (including obesity) and other behaviours (e.g. the impact of alcohol on diet or health)   ***Money Week in June***   * *about different ways of saving money and paying, including debit/credit card , and the risks associated with debt* |

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**Summer 2 – Drugs, Alcohol, Tobacco**

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| ***Money Week in June***  ***LPS Wellness Week in July – focus on EWB*** |
| **Year 2** |
| **Pupils should know**   * the facts about legal substances*(medicines, caffeine)* and the associated risks   ***Money Week in June***   * *Business and Enterprise venture* |
| **Year 4** |
| **Pupils should know**   * the facts about legal and illegal substancesand the associated risks including smoking (*vaping*\*)   ***Money Week in June***   * *Wants Vs Needs and Saving Vs debt* * *Earning “money” in school, banking it and deciding how to spend it* |
| **Year 6** |
| **Pupils should know**   * the facts about legal and illegal substancesand the associated risks including alcohol use and drug-taking   ***Money Week in June***   * *How Banks Work – visitor from bank. Saving, borrowing, interest, loans etc.*   ***Also Transition to Secondary School*** |

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