

Year 1 Long Term Plan PHSE								
	Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn A	Re-establish school and class rules. Discuss positive outcomes for all.	Lucinda and Godffrey Lesson 1: Children to describe what a good friend is.	Lucinda and Godffrey Lesson 2: Children to establish what makes a good friend.	Lucinda and Godffrey Lesson 3: To discuss inside worries and who they would share them with.	Lucinda and Godffrey Lesson 4: Children will discuss what a happy friendship feels like.	E-Safety: Children to understand how to stay safe on the internet and how to create a safe username.	Lucinda and Godffrey Body Parts	None due to theme week
Autumn B	Firework Safety	Remembrance Day	Anti-Bullying	Managing feelings	E-safety	Needs, not wants		
Spring A	I can begin to set simple goals	I can value my achievements, learn from previous experience and have a positive attitude to learning.	I realise that money comes from different sources and can be used for different purposes	I can begin to respond appropriately to different behaviours and know when to use peaceful problem solving. I recognise that my actions have consequences for others				
Spring B	Lost, asking for help, trusted adults	Growing old, including birth and death and that needs change.	Keeping healthy; exercise, diet, hygiene.	Medicines, safe storage of medical substances in the home and at school.	Making simple choices that improve health, wellbeing and personal hygiene.			
Summer A			How do I listen and concentrate?	How do I keep clean?	How can I live healthily?			
Summer B	Sun Safety	Problem solving and conflict / resolution	Problem solving and conflict / resolution	Active and healthy lifestyles	Active and healthy lifestyles	End of year and new beginnings.		

Year 2 Long Term Plan PHSE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn A <u>Caring friendships</u>	<u>Billy's first day</u> I know how to make our class a safe, kind, happy place using our rules. Establish how we can be caring friends to each other.	What are the qualities of a good friend and friendship? How do good friendships make us feel?	Identify/ respect similarities/ diff in friends: physical, cultural, family <i>appearance, religion, language, preference, opinions.</i>	I can make someone feel good by giving a compliment. Talk about the power of what we say to each other in our relationships	I know what it feels like to relax and the importance of rest, time with friends and family, and the benefits of hobbies.	I know the difference between right and wrong in a school context. Relate this to how we treat friends.	Friendships- getting on and falling out. How can we overcome conflicts in our friendships?
Cross curricular	As part of our topic on the seaside we cover sun safety and beach/water safety						
Autumn B <u>Mental well being</u>	Bullying: What is bullying, emotions involved for bully and victim, what to do, who to tell, compare to positive friendships.		<u>Emotions</u> Name / recognise emotions. Sort into physical feelings and emotions. Sort positive /negative. Talk about what loneliness, jealousy etc feel like	Name/ discuss emotions from images, relate to own lives. I can recognise when I or someone else feels sad or scared. I know who to talk to.	Talk about weak/ strong emotions. How do we cope with emotions that become overwhelming? What if an adult I know has strong emotions?	I know when I am bored/frustrated/ angry and how to deal with it. I know that negative emotions are a healthy part of life but who to ask for help.	I know what makes me happy, proud, excited and how my mind and body feels.
Spring A <u>Online relationships</u>	<u>E safety</u> Time spent online. Traffic light websites and why web sites are age restricted.	<u>E safety</u> Understand how data is presented and impact of digital footprints and keeping personal info private.	<u>Cyber bullying:</u> To know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know who to ask for help and how to report/ block		<u>Responsibility</u> How do I know if something is or isn't my fault including aspects of safety.	Assembly Beatrix Potter day	
Spring B <u>Respectful</u>	Writing week	<u>Stereotypes</u> Question stereotypes particularly male and	<u>Stereotypes</u> The Frog and the stranger- question stereotypes about race	<u>Stereotypes</u> Explore the lives of 3 children: a traveller, a visually impaired child and a Muslim girl.		<u>Racism</u> Show racism the red card- explore the concept of racism and create posters.	

<u>relationships</u>		female.	and culture				
Summer A <u>Family Relationships</u>	<u>Family</u> Share mind maps of our special people. Note that our families and the wider world may all look different but we respect differences.	<u>Family</u> Recognise healthy family life, commitment to each other, in hard times, protection and care for children and others, importance of spending time together and sharing each other's lives To know that stable, caring relationships, are at heart of happy families, and important for chns security To recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		<u>Family:</u> Difficult decisions for adults such as divorce and working away. (Pilgrim or Wils story) Address the concept of marriage	<u>Privacy</u> Body parts and privacy/ safe touching. What to do if you feel uncomfortable or unsafe. NSPCC Pants rule.	<u>Privacy</u> Safe and unsafe secrets	
Summer B <u>Physical Health and mental well being</u>	<u>The Smell Monster</u> Cleanliness, bathing, teeth brushing	<u>Drinks</u> Healthy /unhealthy drink choices WATER	<u>Sleep</u> Discuss importance of sleep/ track our bedtime routines and sleep habits	<u>Germs-</u> understand how diseases are spread.	<u>Consequences</u> Understand how choices/ decisions have consequences.	<u>Drugs</u> Why and how we use medicines and difference between drugs and food. Rules in your home.	<u>Keeping safe</u> Who helps us to keep safe, Doctor, dentist, social worker
Summer B <u>Science and PHSE</u>	<u>Food groups</u> Humans need water and food to stay alive. Discuss their own weekly diets and learn how food can be sorted into groups. We need food from each. Understand the principles of planning a healthy meal.		<u>Food diary</u> Complete survey about the foods that they eat regularly and present their results in bar charts. They will analyse the results of our survey.				

Y3/Y4 Split Curriculum							
	1	2	3	4	5	6	7
Relationship TEAM/VIP	VIP Friends and Family	VIP Fabulous Friends	TEAM Being Considerate	VIP Is this a Good Relationship?	TEAM When things go wrong	TEAM Responsibilities	VIP What is bullying?
Health and Wellbeing Think Positive	Happy Minds/Happy People	Thoughts and feelings	Changes	Keep calm and relax	You're the boss	Always Learning	
Health and Wellbeing Safety First – Hygiene	New Responsibilities	Risks, Hazards and Dangers	Under Pressure	Safety When Out and About	Changing Bodies: Personal Hygiene – smell and safety aspect	Physical Illness: How to recognise signs and symptoms	
Be Yourself Respectful Relationships	Feelings	Express Yourself	Making it Right	NSPCC Share Aware that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Respect and Consent – Relates to Y3 Lucinda and Godfrey Is it okay? Twinkl Cards	Safe/Unsafe Secrets Lucinda and Godfrey Y4	
Relationships Digital Wellbeing	The Digital World	Digital Kindness	Do I know you?	Online Information (Fake News)	Keep it Private/NSPCCC Share Aware	My Digital Wellness	
Living in the Wider World Diverse Britain	Living in the British Isles	Democracy	Rules, Laws and Responsibilities	Liberty	Tolerance and Respect	What Does it mean to be British?	Show Racism the Red Card



Y5 PSHE Curriculum

	1	2	3	4	5	6	7	
Relationship TEAM	Together Everyone Acheives More	Communicate	Compromise and Collaborate	Care	Unkind Behaviour	Shared Responsibilities		
Relationships Be Yourself	You are unique	Let it out!	Uncomfortable feelings	The Confidence Trick	Do the Right Thing	Making Amends		
Health and Wellbeing It's My Body	Your body is your own	Exercise right, sleep tight	Taking care of our bodies	Harmful substances – could we include energy drinks	How we think and feel about our bodies	Healthy Choices		
Health and Wellbeing Growing up	Puberty: Naming our internal and external body parts – male/female recap	Puberty: Changes in girls -Menstruation what to expect physically and emotionally	Puberty: Changes in boys (Sci Link)- physically and emotionally	Puberty: Changing Emotions	Puberty: Health and Hygiene	Understand concept of privacy and difference between appropriate/inappropriate touch – how to report	Science obj only Human reproduction	
		Twinkl Puberty Sorting Game Possible Betty Bus Link Possible Link to Lucinda and Godfrey						
Living in the Wider Aiming High	You can achieve anything!	Breaking Down Barriers	Future Focus	Equal Opportunities	The World of Work	Onwards and Upwards		
Living in the Wider Money Matters	Look after it	Critical consumers	Value for money and ethical spending	Budgeting Borrowing and saving	Money in the wider world			

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Y6 PSHE Curriculum

	1	2	3	4	5	6	7	
Relationship VIPS	What makes a healthy friendship?	It is okay to disagree	You decide	False Friends	Different types of bullying - Twinkl	Bullying: Rude, mean or a bully? - Twinkl		
Relationships Digital Wellbeing	My Digital life	Staying Safe and Healthy online	Online Relationships	Social Media NSPCC Share Aware	Saying No to Bullying	Fake News		
Relationships Family	Characteristics of a healthy family 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	People We love Families and differences	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.	Secrets (around families)	Is it a positive or negative family relationships- how to seek support	Book: Living with mum and living with dad – divorce – understand the characteristics of a healthy family – how should our homes feel? -what to do if family relationships make them feel unsafe		
Health and Wellbeing Growing up	Recap Puberty Changing Bodies	Recap Puberty: Changing Emotions	Puberty: Health and Hygiene	Just the way you are	Relationships	Human Reproduction and Relationships		
Health and Wellbeing Safety First	You are Responsible	What are the risks?	Making up your Mind	In an Emergency	Home: Safe and Sound	Outdoors: Playing it safe		
Living in the Wider Diverse Britain/The World	Identities	Communities	Respecting the Law- showing respect to people in authority	Global Citizens	One Plastic Bag story: Debate about recycling, everyone's rights to clean water etc	Using Energy and Water responsibly	In Our Hands.	