

PSHRE Long Term Plan



	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
<u>Year One</u>	<p><u>Relationships</u> <u>Be Yourself</u></p> <ul style="list-style-type: none"> • say what makes them an individual; • identify feelings from facial expressions and body language; • talk confidently about what they like that makes them feel happy; • explain how to manage feelings of anger and sadness; • describe strategies to explain how change and loss can be dealt with positively; • understand the importance of sharing their thoughts and feelings respectfully. 	<p><u>Health and Wellbeing</u> <u>It's My Body</u></p> <p>describe their daily bedtime routine;</p> <ul style="list-style-type: none"> • explain what happens if you do not exercise regularly; • explain that other people have rights for their own body; • list some foods that are good to have once a week; • identify hazard signs that mean something is dangerous; • explain what germs are and why people need to keep clean. 	<p><u>Health and Wellbeing</u> <u>Aiming High</u></p> <p>identify star qualities in others;</p> <ul style="list-style-type: none"> • give examples of positive learning attitude statements; • identify attributes they have that would suit them to a desired job; • challenge stereotypes; • discuss their ambitions; • identify ways next year will be different and explain why they think this 	<p><u>Relationships</u> <u>TEAM</u></p> <ul style="list-style-type: none"> • show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team; • create a picture by using good listening to follow instructions; • create a chain of kindness by thinking of their own idea of a way to be kind; • draw or write ways to deal with teasing or bullying behaviour; • sort thoughts given into helpful and not-so-helpful thought categories; • draw a picture to show a time they made a good 	<p><u>Living in the Wider World</u> <u>Britain</u></p> <ul style="list-style-type: none"> • describe how they can help groups and communities they belong to; • recognise choices can have negative and positive consequences; • explain some consequences of negative and positive choices; • talk about why helping their neighbourhood is important; • describe different aspects of living in Britain; • give reasons why it is important to have differences; • identify famous British people, places and events; 	<p><u>Living in the Wider World</u> <u>Money Matters</u></p> <ul style="list-style-type: none"> • explain ways we can save money; • identify why it is important to keep money safe; • explain why it is important to keep our belongings safe; • discuss ways we can keep track of money we spend.

				choice and to write what happened next.	<ul style="list-style-type: none"> • explain what famous British people, places and events tell them about being British. 	
<u>Year Two</u>	<p><u>Health and Wellbeing Think Positive</u></p> <p>identify and discuss feelings and emotions, using simple terms;</p> <ul style="list-style-type: none"> • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still. 	<p><u>Health and Wellbeing Safety First</u></p> <ul style="list-style-type: none"> • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. 	<p><u>Relationships Growing Up</u></p> <ul style="list-style-type: none"> • consider the best thing to do in a given scenario; • explain what ‘unique’ means and consider what makes them unique; • show respect for others’ likes and dislikes; • show an understanding of the need to get to know a person before making assumptions about them; • describe physical changes humans go through as they grow up; • show an understanding of how our responsibilities change as we grow; • discuss how certain changes in people’s lives can make them feel. 	<p><u>Relationships VIPs</u></p> <ul style="list-style-type: none"> • identify who the special people in their lives are and explain why they are important to them; • explain why having a family network is important; • know what makes someone a good friend and demonstrate these qualities; • put positive resolution techniques into practice; • cooperate with others to complete a task; • identify several ways to show others they care and understand the importance of doing this. 	<p><u>Living in the Wider World One World</u></p> <ul style="list-style-type: none"> • describe how family life in different countries can be the same as and different from their own; • think about what children might do in homes around the world; • describe what it is like to go to school in different countries and identify similarities to and differences from theirs; • think about how the environment affects people’s daily life; • discuss the environmental problems of the over use and misuse of natural resources; • explain why it is important to care for the earth and discuss ways this can be done. 	<p><u>Living in the Wider World Respecting Rights</u></p> <p>know what rights are and identify rights that all people share;</p> <ul style="list-style-type: none"> • explain how people protect their rights; • show respect for the rights of others; • explain how to behave towards someone who is different from them; • understand why it is important to be fair; • know how to make a positive difference in school and understand why this is important.
<u>Year Three</u>	<p><u>Health and Wellbeing Aiming High</u></p> <ul style="list-style-type: none"> • identify skills and attributes that are useful in many roles; • identify elements of a growth mindset; • identify and challenge stereotypes; • discuss goals they could set to work towards their ambitions; • discuss challenges many people face 	<p><u>Health and Wellbeing It’s My Body</u></p> <ul style="list-style-type: none"> • list some of the effects of sleep deprivation; • explain the effect of exercise on the heart; • know how to get help for themselves or another in the case of serious problems; • explain why eating a balanced diet is important; 	<p><u>Relationships Be Yourself</u></p> <ul style="list-style-type: none"> • identify their own strengths; • explain that how they are feeling on the inside can affect their facial expressions and body language; • identify and begin to implement strategies to help them cope with uncomfortable feelings; • begin to demonstrate appropriately assertive behaviour; • analyse messages given by the media about how 	<p><u>Living in the Wider World Britain</u></p> <ul style="list-style-type: none"> • describe the benefits of living in a diverse and multicultural society; • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others. 	<p><u>Living in the Wider World Money Matters</u></p> <ul style="list-style-type: none"> • discuss some of the consequences of debt; • talk about the importance of prioritising our spending; • discuss advertisements that try to influence what we buy; • explain why it is important to keep track of what we spend. 	<p><u>Relationships TEAM</u></p> <ul style="list-style-type: none"> • work with a partner to write down a change that has come with starting in Year 3; • create a role play about a team scenario; • read clues and work as a team to solve a crime; • identify a feeling and how it is expressed; • show the resolution to a dispute through pictures; • create a list of ‘Pass It On’ ideas.

	and how some people overcome these.	<ul style="list-style-type: none"> know how to check medicine instructions; know how to inhibit the spread of germs. 	they should look, think and behave; <ul style="list-style-type: none"> demonstrate how they are going to make things right after mistakes have been made; explain what they have learnt and how they have grown from mistakes they have made. 			
<u>Year Four</u>	<u>Health and Wellbeing Think Positive</u> <ul style="list-style-type: none"> understand that it is important to look after our mental health; recognise and describe a range of positive and negative emotions; discuss changes people may experience in their lives and how they might make them feel; talk about things that make them happy and help them to stay calm; identify uncomfortable emotions and what can cause them; discuss the characteristics of a good learner. 	<u>Living in the Wider World One World</u> <ul style="list-style-type: none"> give reasons for similarities and differences between people's lives; detail if they feel something is fair or not; give reasons for their own opinions; recognise how their actions impact on people in different countries; discuss climate change in terms of what it is and its effects; explain how organisations help people in need. 	<u>Living in the Wider World Respecting Rights</u> <ul style="list-style-type: none"> explain what makes human rights universal; understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; explain what democracy is and how this relates to rules and human rights; know that human rights are not dependent on responsibilities; explain what it means to respect the rights of others and understand why this is important; understand how stereotypes can inhibit people's human rights being met. 	<u>Relationships VIPs</u> <ul style="list-style-type: none"> discuss how our attitudes impact new friendships being made; create a plan for being an anonymous friend over the course of a week; reflect on the different characters in the dares story and discuss the different outcomes for each character; work together to create a role play about positive resolution techniques; create a poster with ideas to help someone who is being bullied 	<u>Health and Wellbeing Safety First</u> <ul style="list-style-type: none"> discuss things they can do independently that they used to need help with; describe what a dare is and identify situations involving peer pressure; know when to seek help in risky or dangerous situations; identify and discuss some school rules for staying safe and healthy; list some of the dangers we face when we use the road; describe drugs, cigarettes and alcohol in basic terms; identify which information they should never share online; identify who they should tell if they see something online that worries, upsets or confuses them; explain what it means to be kind and respectful online 	<u>Relationships TEAM</u> <ul style="list-style-type: none"> demonstrate successful teamwork skills; disagree respectfully; reflect on their own collaborative working skills; make compromises; demonstrate ways to care for others within the team; discuss the importance and consequences of carrying out shared responsibilities within the class team.
<u>Year Five</u>	<u>Health and Wellbeing Aiming High</u> <p>identify skills and attributes that are useful in many roles;</p> <ul style="list-style-type: none"> identify their preferred learning style; 	<u>Health and Wellbeing It's My Body</u> <ul style="list-style-type: none"> define consent and autonomy; identify the implications of not getting enough sleep; 	<u>Living in the Wider World Britain</u> <ul style="list-style-type: none"> identify ways of showing respect to people of all faiths and ethnicities; explain what it means to belong to a community; 	<u>Relationships Be Yourself</u> <ul style="list-style-type: none"> complete scenarios by advising on how to communicate feelings in different situations; 	<u>Living in the Wider World Money Matters</u> <p>discuss reasons people take financial risks;</p> <ul style="list-style-type: none"> discuss why advertisers try to influence us; 	<u>Relationships Growing Up</u> <ul style="list-style-type: none"> explain what the male and female reproductive body parts are for; discuss ways in which people can deal with or

	<ul style="list-style-type: none"> • identify potential barriers to success; • identify opportunities that might be available to them in the future; • identify and challenge stereotypes; <ul style="list-style-type: none"> • explain what is meant by innovation and enterprise; • discuss goals they could set to work towards their ambitions; • understand the different roles within a team; 	<ul style="list-style-type: none"> • understand why they need to change some of their habits and routines as they get older; • identify where the pressure to try harmful substances might come from; • understand that many images seen in the media are artificially enhanced; • identify some factors that influence the choices they make about their bodies; • understand that the choices they make about their bodies have consequences. 	<ul style="list-style-type: none"> • identify how laws help them; • discuss local government in relation to democracy and human rights; • discuss national government in relation to democracy and human rights; • discuss challenges many people face and how some people overcome these. • identify how charities and voluntary groups help meet the needs of all people in the community. 	<ul style="list-style-type: none"> • work in groups to create a role play to show different ways to manage uncomfortable feelings; • discuss different flight situations; • discuss the impact of making amends when a mistake has been made. 	<ul style="list-style-type: none"> • talk about how to be a 'critical consumer'; • identify how we can compare the value for money of different products; • discuss how we can make a budget; • consider why people borrow money and get into debt; • explain what tax is and the ways we pay it. 	<p>overcome emotions experienced during puberty;</p> <ul style="list-style-type: none"> • show respect for the differences between different families; • describe the different types of relationships that exist, without prejudice; • show an awareness of myths surrounding pregnancy and birth; • describe the conception and birth of a baby, using some scientific vocabulary.
<p><u>Year Six</u></p>	<p><u>Health and Wellbeing Think Positive</u></p> <p>talk about their thoughts, feelings and behaviours;</p> <ul style="list-style-type: none"> • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner. 	<p><u>Health and Wellbeing Safety First</u></p> <ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • know how to look after mobile devices; • identify which information they should never share online; • identify who they should tell if they see something online that worries, upsets or confuses them; • explain what it means to be kind and respectful online. 	<p><u>Relationships VIPs</u></p> <ul style="list-style-type: none"> • create a list to show different ways we can care for our VIPs; • show a calming technique on a poster; • discuss how a disagreement could either be avoided or handled; • write and explain what to do when feeling pressured; • identify and discuss which secrets are OK to keep and which need to be shared; • identify healthy and unhealthy relationships. 	<p><u>Living in the Wider World Respecting Rights</u></p> <p>explain what the Universal Declaration of Human Rights is;</p> <ul style="list-style-type: none"> • describe why children have their own rights; • identify that human rights take precedence over national law and cultural and family traditions and practices; • give reasons as to why people's rights are not always met; • identify how we can be rights-respecting citizens; • describe how some ideas about human rights have changed; • share their thoughts on how human rights activists have changed the world. 	<p><u>Living in the Wider World One World</u></p> <p>Explain how to be a responsible global citizen; Describe what can be done to prevent global warming from getting worse;</p> <p>Explain how energy use can be changed to help the environment; Detail the responsible use of water; Understand the importance of biodiversity; Describe the impact of their choices for people and places across the world.</p>	<p><u>Relationships Growing Up</u></p> <p>Explain how to look after their bodies during puberty;</p> <p>Name some ways to cope with new or difficult emotions;</p> <p>Describe some of the ways in which the media fuels the perfect body;</p> <p>Describe the different types of loving relationships that exist; Explain the laws around sexual relationships; Explain what contraception is, how it is used and what it is used for';</p> <p>Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation; Use scientific vocabulary to accurately explain how babies are made and how they are born;</p>

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