

PSHE and RSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Being Safe My Body	How I feel Super Me	Positive Relationships	Look What I Can do Reach for the Stars	Working Together	Me and My world
Year 1	<u>TEAM</u> (Relationships)	<u>Think Positive</u> (Health and Wellbeing)	<u>Be Yourself</u> (Relationships)	<u>Aiming High</u> (Living in the Wider World)	<u>It's My Body</u> (Health and Wellbeing)	<u>Diverse Britain</u> (Living in the Wider World)
Year 2	<u>VIPs</u> (Relationships)	<u>One World</u> (Living in the Wider World)	<u>Safety First</u> (Health and Wellbeing)	<u>Money Matters</u> (Living in the Wider World)	<u>Changing and Growing Up</u> (Health and Wellbeing)	<u>Digital Wellbeing</u> (Relationships)
Year 3	<u>TEAM</u> (Relationships)	<u>Think Positive</u> (Health and Wellbeing)	<u>Be Yourself</u> (Relationships)	<u>Aiming High</u> (Living in the Wider World)	<u>It's My Body</u> (Health and Wellbeing)	<u>Diverse Britain</u> (Living in the Wider World)
Year 4	<u>VIPs</u> (Relationships)	<u>Safety First</u> (Health and Wellbeing)	<u>Digital Wellbeing</u> (Relationships)	<u>Money Matters</u> (Living in the Wider World)	<u>Changing and Growing Up</u> (Health and Wellbeing)	<u>One World</u> (Living in the Wider World)
Year 5/6	<u>TEAM</u> (Relationships)	<u>Safety First</u> (Health and Wellbeing)	<u>Digital Wellbeing</u> (Relationships)	<u>Money Matters</u> (Living in the Wider World)	<u>Changing and Growing Up</u> (Health and Wellbeing)	<u>One World</u> (Living in the Wider World)
	<u>Be Yourself</u> (Relationships)	<u>Think Positive</u> (Health and Wellbeing)	<u>Diverse Britain</u> (Living in the Wider World)	<u>Aiming High</u> (Living in the Wider World)	<u>It's My Body</u> (Health and Wellbeing)	<u>VIPs</u> (Relationships)

PSHE and RSHE Long Term Plan

TEAM (Relationships)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Working Together	Share, together, kindness, my turn, your turn	- What is sharing? How can we take turns? - What is teamwork? - What is kindness?
EYFS Reception Working Together	Feelings, happy, sad, angry, excited, scared, surprised share, together, kindness, friend, caring, special, taking turns, fair Teamwork, together, help, listen, instructions,	- How might they be feeling? - How can we show kindness to each other at school? - What is sharing? Why is sharing important? - What does turn taking mean? - What is teamwork?
KS1	Learn, Team, achieve, mindset, compliment, kindness, empathy, belonging, listen, conflict, respect, considerate, polite, bullying, teasing, take turns	- What does it mean to be part of a team? What teams are we a part of? <i>I can talk about the teams I belong to</i> - Why is it important to listen to other people? How can I be a good listener? <i>I can be a good listener</i> - How can we show kindness to others? Why is it important to be kind to the people around you? <i>I can explain how to be kind and why it is important</i> - What kinds of unkind behaviour are there? What can we do if we see teasing or bullying, or if it happens to us? <i>I can talk about unkind behaviour like teasing and bullying.</i> - How can we be positive learners? What can we do if we find something difficult? <i>I can explain how to be a positive learner.</i> - What choices can we make about our behaviour? How might our choices affect the members of our team? <i>I can identify good and not-so good choices</i>
LKS2	Change, resilient, positive, opportunities, mindset, teamwork, behaviour, facial expressions, body language, response, considerate, dispute,	- How does it feel to start a new class? What are we looking forward to? Is there anything we will miss? <i>I can talk about changes and how they make me feel</i> - What are the features of a good team? How do team members benefit from being in a team? <i>I can explain how and why we should work well as a team</i> - How do the actions of our teammates affect us? How is our team affected by our actions? <i>I can describe how my actions and behaviour affect my team</i>

PSHE and RSHE Long Term Plan

	resolve, conflict, compromise, responsibility	- How can we tell what our teammates are feeling? How can we respond to the feelings of other people? <i>I can pay attention and respond considerately to others</i> - What happens when we fall out with our team members? How can we solve these problems? <i>I can describe why disputes might happen and strategies to resolve them</i> - Why is it important that everyone on a team fulfils their responsibilities? What are our responsibilities towards our team? <i>I can talk about my responsibilities towards my team</i>
UKS2	Attribute, successful, collaborate, contribute, respectful, hurtful, communication, compromise, sensitive, harassment, teasing, excluding, bullying	- Can we think of any teams that we admire? What are the attributes that make a good team? <i>I can talk about the attributes of a good team</i> - How can we make our views heard without falling out with others? How can we respond respectfully to other people's feelings and opinions? <i>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion</i> - How can we compromise and work collaboratively? How can this help our team? <i>I can compromise and collaborate to ensure a task is completed</i> - How can we be sensitive to the feelings of others? How can we make other people feel valued? <i>I can reflect on the need to care for individuals within a team</i> - What is unkind behaviour? How can we support people who are being upset by others? <i>I can identify hurtful behaviour and suggest ways I can help</i> - Why are responsibilities important in a team? What are the most important responsibilities for our team? <i>I can understand the importance of shared responsibilities in helping a team to function successfully</i>

PSHE and RSHE Long Term Plan

Be Yourself (Relationships)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Super Me	Skills, good at, happy, pleased, share, abilities, achievements, celebrate, football, drawing, singing, dancing, painting, swimming, reading, counting, building, sharing, helping others, baking, tidying up.	• What are you good at? What do you enjoy doing? • What does the word different mean? • What makes you special? • What do you like? How are you different? • What makes you feel good? What makes you smile?
EYFS Reception Super Me	Skills, good at, proud, pride, happy, pleased, share, abilities, achievements, treasure chest, celebrate. Wellbeing, healthy, care, body, mind, balance, active, fit, healthy eating, balanced diet	• What is an achievement? What are you proud of? • What does the word different mean? Why are people different? • What does unique mean? • What is your super power? • What is wellbeing?
KS1	Special qualities, kind, feelings, unique, happy, calm, content, change, care, trusted adult, polite respect	• What makes us special? Why is it important to be kind to ourselves? <i>I can talk about what makes me special</i> • What are our different feelings called? How can we describe them? <i>I can name some of the different feelings I have and can describe how they feel</i> • When do we feel happy? What other good feelings do you feel? <i>I can talk about things I like that make me happy</i> • What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings? <i>I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</i> • How does it feel when things change or we lose something precious? What can we do to help ourselves and others when this happens? <i>I can discuss how change and loss make me feel.</i> • Why are our feelings and thoughts important? How can we explain our thoughts and feelings to others? <i>I can share what I think and feel with confidence.</i>

PSHE and RSHE Long Term Plan

LKS2	Pride, achievements, emotions, aggressive, passive, assertive, goals,	- What does it mean to have pride in ourselves? Why should we be proud of our achievements? <i>I can say the things about myself that I am proud of</i> - What are our main feelings and emotions called? What do they feel like? When might these feelings happen? <i>I can identify the feelings I have and describe how different emotions feel</i> - What can we do when we feel unhappy or uncomfortable? Why is it important to tell people how we feel? <i>I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important</i> - What is 'being assertive'? When and how can we be assertive? <i>I know how to be assertive</i> - What messages do we get from the media about how people should look, feel and behave? Are those messages realistic? <i>I can explore messages given by the media and decide if they are helpful or harm</i> - What can we do if we do something wrong or make a mistake? How can this help you in the future? <i>I can identify different strategies I can use if I make a mistake</i>
UKS2	Unique, opinion, belonging, respect, individuality, Feelings, emotions, uncomfortable, comfortable, confidence, setbacks, perceived failures, peer pressure, tricky situations	- Is it OK to think and feel differently to other people? What does 'being an individual' mean, and why is this a good thing? <i>I can explain why everyone is unique and why this should be celebrated and respected</i> - Why is it important to share our thoughts and feelings with those around us? How can we communicate our thoughts and feelings to others? <i>I can explain why I should share my own thoughts and feelings, and I know how to do this</i> - What are some of the uncomfortable feelings that people can feel? What can we do to manage them? <i>I can explore uncomfortable feelings and understand how to manage them</i> - What situations might make us feel nervous or shy? How can we feel and act more confident in these situations? <i>I can understand why we sometimes feel shy or nervous and know how to manage these feelings</i> - How can we know when we might have to make a different choice to those around us? How can we do the right thing even if others do not? <i>I can identify when I might have to make different choices from those around me</i> - How might we feel if we have made a mistake or done something wrong? What can we do about it? <i>I can explore how it feels to make a mistake and describe how I can make amends</i>

PSHE and RSHE Long Term Plan

VIPs (Relationships)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Positive Relationships	Friends, friendship, play, share, listen, help, kind, caring, kindness, together, making friends, smile, laugh, helping others Sort, fix, solve, problem, argue	• What is a family? Who is in your family? Are all families the same? • Who are your friends? • What makes a good friend? • Why is it good to be helpful? • What is the problem? What could they do? • Why is sharing important?
EYFS Reception Positive Relationships	Friends, friendship, help, kind, kindness, together, making friends, teamwork, positive relationships, caring, support, thoughtful, conflict, problems, arguments, unkind, solve	• Who is part of your family? What makes them special? • How do you show that you love them? • Who are your friends? • How can you make new friends? • What makes a good friend? Why is kindness important? • What are feelings? What is conflict?
KS1	Special people, care, kind, help, trust, love, safe, similarities, differences, cooperate, friends Family, family member, Parent	• Who are our special people? What makes them special? Why is it important to let people know that they are special to us? How can we show our special people that we care? <i>I can talk about the very important people in my life and explain why they are special</i> • Why are families important? How should the people in your family make you feel? <i>I can describe why families are important and that they can be different.</i> • What makes a good friend? How can we be a good friend? <i>I can describe what makes someone a good friend</i> • Why is it important to treat people fairly, even when we are cross with them? What can we do about arguments and disagreements? <i>I can describe ways to help resolve arguments and disagreements without being unkind</i> • What does 'cooperate' mean? How can we cooperate with others? <i>I can cooperate with others to achieve a task</i>
LKS2	Respect, kindness, considerate, friendships, differences, alternatives, options, choices, negotiation, compromise, support network, bullying,	• Who are the important people in our lives? Why are they important? Why is it important to treat them kindly? What can happen if we don't treat our family and friends with respect? <i>I can explain the importance of respecting my VIPs</i> • Why is friendship important? What makes a great friendship? <i>I can explain how to make and keep fabulous friends</i> • What makes a good relationship? What can we do if one of our relationships is not good?

PSHE and RSHE Long Term Plan

	discrimination, prejudice, equality, equity	<i>I can identify my own support network</i> - How and why do people fall out with their friends? What can we do when this happens? <i>I can demonstrate strategies for resolving conflicts</i> - What are the different ways that people can be bullied? How can this affect the people involved? <i>I can identify what a bully is</i> - What strategies can we use if we feel we are being bullied? What can we do to support someone we feel is being bullied? <i>I know what to do if someone is being bullied</i>
UKS2	Support network, strategies, resolution, conflict, disagree, pressure, influence, ecosystem, VIP, confidential	- What does love mean? Who are the people we love? How do people show their VIPs that they love them? <i>I can explain how VIPs who love and care for each other should treat each other</i> - What are the consequences of behaving unkindly to the people around us? How can we calm down when we are feeling angry or upset with other people? <i>I can identify different ways to calm down when I am feeling angry or upset</i> - Do people who care about each other always have to agree? How can we resolve disagreements without falling out? <i>I understand that people have different opinions that should be respected</i> - When might we feel under pressure to do something that we feel unsure about or don't want to do? What can we do when this happens? <i>I can identify negative influences on my behaviour and suggest ways that I can resist these influences</i> - When is it OK to keep a secret? When is this not OK? How can we know when we should break a confidence or tell a secret? <i>I can explain when it is right to keep a secret, when it is not and who to talk to about this</i> - What are some of the signs of an unhealthy or risky relationship? When might it be best to end a relationship and how can we do this? <i>I can recognise healthy and unhealthy relationships</i>

PSHE and RSHE Long Term Plan

Digital Wellbeing (Relationships)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Being Safe	Online, Internet, devices, screens, computers, videos, shows, TV, games, television, watch, safe, staying safe, adult, trust, friends, family	- What is the internet? - What do we use the internet for? - Do you play games an phones or devices? - What should you do if something unexpected pops up on the screen? - How can you stay safe online?
EYFS Reception Being Safe	Online, Internet, devices, screens, computers, videos, shows, TV, games, television, watch, safe, staying safe, adult, trust, friends, family, stranger, information, true, false, unkind, film, video, teach.	- What is online safety? - Why do people use the internet? - Do you play games an phones or devices? - What should you do before you use the internet? - Is it safe to share your personal information online? - What should you do if somebody is asking you to share your personal details?
KS1	Internet, device, television, laptop, tablet, computer, smart watch, smartphone, account, communicate, online, offline, personal information, app, website	- What do we use the Internet for? How can it help us? <i>I can talk about ways in which the internet is useful</i> - How much screen time is healthy? How can I make sure I do range of activities, both offline and online, to keep my mind and body healthy? <i>I know how to balance screen time with other activities and understand why this is important</i> - What are the risks when we go online? What can I do if I feel frightened? <i>I know how to stay safe online</i> - What is personal information? How can we stay safe online? <i>I can explain why we keep personal information private</i> - How can we use the Internet to communicate with others? How can we show kindness and respect online? <i>I know how to communicate online in ways that show kindness and respect</i> - Can we trust everything we see on the Internet? How do we know what is true? <i>I understand that not everything on the internet is true.</i>
LKS2	Internet, online, social media, personal information, communication, respect, offline, behaviour, website, apps, bullying, cyberbullying, trolling,	- What do we use the Internet for? How does the Internet affect our lives? <i>I can identify the positives and negatives of being online</i> - How can we show kindness and respect online? What can we do if we see unkind behaviour online? <i>I can be kind online and I can help make the internet a safer place</i>

PSHE and RSHE Long Term Plan

	harassment, device, reliability, rules, cookies	- What could the risks of chatting to others online be? What's the difference between knowing someone offline and knowing someone online? <i>I know how to stay safe when communicating online and what to do if I don't feel safe</i> - How can we use online information responsibly? Can we trust the information we find online? <i>I can decide how reliable online information is and know how to share information responsibly online</i> - What information should we never share online? Why is it important not to share personal information? <i>I can identify things we shouldn't share online and give reasons why we shouldn't share them</i> - How does technology make us feel? What can we do to ensure we feel safe and happy online? <i>I understand how technology can affect our wellbeing in different ways</i>
UKS2	Digital wellbeing, respect, communication, fake news, bullying, personal information, data, digital citizenship, social media, inappropriate, reliable, reputable	- How can the Internet be used positively? How can it be used negatively? How can we look after our mental health and emotional wellbeing when spending time online? What are the potential risks of being online and using digital technology? <i>I can identify the benefits of the internet and know how to look after my digital wellbeing</i> - How can we stay safe, healthy and happy online and when we are using digital technology? How can we get help for any concerns we have? What choices can we make to look after ourselves and others when we are online and using digital technology? <i>I know how to stay safe, healthy and happy online and when I use digital technology</i> - What do respectful and healthy online relationships look like? What are the signs of an inappropriate online relationship? How do we get help if things are worrying us? What is digital citizenship? <i>I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships</i> - What are the benefits of using social media? What are the risks? How can we use social media responsibly? <i>I know how to use social media responsibly to protect the health, wellbeing and rights of all</i> - What does online bullying look like? How can I tell if it is happening? What can we do to help make it stop? <i>I know what online bullying is and what to do if I see or experience it to help make it stop</i> - What is 'fake news'? How can we tell if something online is reliable or not? What can we do to help stop the spread of fake news? <i>I understand not all information online is true and know how to assess the reliability of both text and images</i>

PSHE and RSHE Long Term Plan

Think Positive (Health and Wellbeing)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 How I Feel	Differences, like, dislike, feelings, thumbs up, share, kind, special, same, different, choose, run, think, choice, happy, sad, angry, excited, feel, face.	- What do I like and dislike? What would happen if we all liked the same things? - Is it ok to have a different opinion? - What makes you feel happy? What makes you feel sad? - What are feelings?
EYFS Reception How I feel	Feelings, happy, sad, angry, excited, faces, sharing feelings, discussing feelings, showing emotion, opinion, likes, dislikes	- What are emotions? - What does frustrated mean? How do you feel when you don't win? - What is an opinion? Whose opinion is important? - Is it ok to disagree?
KS1	Positive, happy, challenge, emotions, thoughts, choices, consequences, decisions, persevere, resilience, achieve, mindset, thankful, mindful	- What is positive thinking? How can it help us feel good? <i>I can understand how happy thoughts can make me feel good</i> - What choices do we have about what we say and do? How can these choices affect how we feel? <i>I can make good choices and consider the impact of my decision</i> - What are helpful and unhelpful thoughts? What can we do if we find something challenging? <i>I can set myself goals and consider how to achieve them.</i> - What things make us feel cross, worried or sad? What can we do if this happens? <i>I can discuss my feelings and opinions with others and cope with difficult emotions.</i> - How can we be thankful for the things that we have? How can being thankful help to make us happy? <i>I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</i> - What is mindfulness? How can we be mindful? <i>I can focus on what is happening now and how I am feeling.</i>
LKS2	Positive attitude, mental health, change, mindset, change, mindfulness, strategies, emotions, response, challenge, resilience, flexible	- What is a happy mind? How can it make a difference to our lives? <i>I understand that having a positive attitude is good for our mental health</i> - What are helpful and unhelpful thoughts? How do they affect the way we feel? <i>I can recognise and manage helpful and unhelpful thoughts effectively</i> - How does it feel when big changes happen in our lives? How can we cope with these feelings? <i>I understand that some changes can be difficult but that there are things we can do to cope</i> - What is mindfulness and how can it help? How can we be mindful? <i>I can use mindfulness techniques to keep calm</i>

PSHE and RSHE Long Term Plan

		- How do uncomfortable feelings affect our actions and behaviour? What can we do to manage uncomfortable feelings? <i>I can identify uncomfortable emotions and manage them effectively</i> - What is a positive attitude to learning? What strategies can we use when we find something challenging? <i>I can apply a positive attitude towards learning and take on new challenges</i>
UKS2	Feelings, behaviour, cognitive, mindfulness, opportunities, challenge, resilience, reaction, growth mindset	- What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviours influence each other? <i>I understand the link between thoughts feelings and behaviours</i> - How do helpful and unhelpful thoughts affect the way we feel and act? What should we do when we have unhelpful thoughts? How can we encourage helpful thoughts? <i>I understand the concept and impact of positive thinking</i> - How do uncomfortable feelings affect our thoughts and actions? What can we do to manage uncomfortable feelings? <i>I can recognise and manage uncomfortable feelings</i> - What sorts of decisions and choices do we have to make in life? How can making good choices make us happy? <i>I understand the importance of making good choices</i> - What is mindfulness and how can we encourage positive thoughts and feelings? How can we be mindful in our everyday lives? <i>I can use mindfulness techniques in my everyday life</i> - How can our thoughts and feelings help us to have a positive attitude to learning? What strategies can we use to overcome difficulties and challenges? <i>I can apply growth mindset in my everyday life</i>

PSHE and RSHE Long Term Plan

It's My Body (Health and Wellbeing)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 My Body	Fruit, vegetables, healthy, bodies, fit, germs, clean, hands, Teeth, tooth, clean, brush, toothbrush, toothpaste	- How can we look after our bodies? - Why is it important to wash your hands? - Why do we need to eat fruit and vegetables? - When do you brush your teeth? How do we brush our teeth?
EYFS Reception My Body	Healthy, care, body, mind, balance, active, fit, healthy eating, brushing teeth, screen time, sleep, running, jumping, football, dancing, sports, food, fruits, vegetables, sleep, dentist. Germs, clean, hands, handwashing	- What does healthy mean? - What can we all do to keep our minds and body healthy? - What are germs? Where do they come from? What do you know about handwashing? - Why is it important to have a balanced diet? - What are healthy teeth? - How can we look after our teeth?
KS1	Consent, choice, exercise, permission, hygiene, Risk, safe, unsafe, danger, comfortable, uncomfortable, trusted adult, rules, consequence Sleep, rest, routine, relax	- Who does your body belong to? What should you do if you feel unsafe or worried about something? <i>I know I can choose what happens to my body</i> - What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important? <i>I can make healthy choices about sleep and exercise</i> - What is a healthy diet? Why is it important to eat well? <i>I can talk about a healthy, balanced diet and why this is good for our bodies</i> - What are germs and how can they be bad for us? How can we keep ourselves clean? <i>I know how to keep my body clean</i> - Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe? <i>I know what is safe to eat or drink</i> - What choices can you make to be healthier, safer and happier? How can we make better choices? <i>I can choose to keep my mind and body healthy and safe</i>
LKS2	Choice, consent, touch, uncomfortable, sleep deprivation, bedtime routine,	Who does your body belong to? What type of physical contact is OK? What can you do if you feel uncomfortable about something? <i>I can choose what happens to my body and I can get help with any concerns</i>

PSHE and RSHE Long Term Plan

	sleep hygiene, germs, drugs, medication, addiction	- What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier? <i>I know how to keep my body healthy</i> - Why is it important to get enough sleep? How can getting enough sleep keep our bodies and minds healthy? What happens if we don't get enough sleep? <i>I know why it is important to get enough sleep</i> - What sorts of allergies and illnesses are there? How can we stop the spread of disease and infection? Why is personal hygiene so important? <i>I understand the importance of hygiene and what to do if I feel unwell</i> - What are drugs? How can I stay safe around drugs? <i>I know how to take medicine safely and keep safe around drugs</i> - What choices do I have? How can I make better, healthier choices? <i>I know how to make better choices and choose healthy habits</i>
UKS2	Autonomy, consent, respect, self-confidence, choice, pressure, inappropriate, drug, stereotype, hygiene	- Why is looking after our bodies so important? What is autonomy and what is consent? <i>I know that my body belongs to me and that I have control over what happens to it</i> - What are the effects of not getting enough sleep? How can we get a good night's sleep? How does regular exercise benefit our mental and physical health? What are the risks associated with an inactive lifestyle? <i>I understand why getting enough exercise and sleep is important</i> - What are healthy habits? How can we take care of our bodies? <i>I understand how to take care of my body</i> - What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances? <i>I understand the harmful effects of using drugs including alcohol and tobacco</i> - What messages do we get from the media about our bodies? How can we think and feel positively about ourselves? <i>I understand what positive body image is</i> - What choices do we have about keeping our bodies and minds healthy? What influences our choices about our bodies and our physical and mental health? How can we decide if these are positive or negative influences? <i>I can make informed choices in order to look after my physical and mental health</i>

PSHE and RSHE Long Term Plan

Changing and Growing Up (Health and Wellbeing)		
Key Stage	Vocabulary	Questions/Unit Coverage
KS1	special, person, people, friend, family, care, caring, help, thanks grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva	<u>My Special People</u> - Who are the special people in our lives and how do we care for one another? <i>I can identify who special people might be. I can describe the different ways special people care for us and how we care for them in return</i> <u>Growing up – the human life cycle</u> - How do we change and grow? <i>I can recognise the main stages of the human life cycle. I can describe what changes when people grow from young to old</i> <u>Everybody's Body</u> - What are the different body parts including genitalia? <i>I can describe similarities and differences between myself and others</i> <i>I can recognise and use the correct names for main body parts</i> <i>I can recognise that some parts of the body are private</i>
LKS2	friend, friendship, special, close, caring, valuable, different, qualities, important argument, falling out, making up, apologise, solution	Year 3 <u>What makes a good friend?</u> - What is friendship, why it is important and what makes a good friend? <i>I can recognise different types of relationships</i> <i>I can explain why friendship and having friends is valuable</i> <i>I can describe how friends show they care for and value each other</i> <i>I can evaluate what is most important in a friendship</i> <u>Falling out with friends</u> - How do you maintain good friendships and solve disagreements and conflicts with peers? <i>I can identify what helps maintain friendships</i> <i>I can describe feelings when disagreements and conflicts occur</i> <i>I can identify what can help and not help if there are friendship problems</i> <i>I can demonstrate strategies for solving arguments</i> Year 4 <u>Time to Change</u> - What are the physical changes that happen during puberty?

PSHE and RSHE Long Term Plan

	puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, larynx ('voice box') Menstrual cycle, period Menstruation, vagina, Ovulation	<i>I can recognise what puberty is, including when and why it happens</i> <i>I can identify some of the physical changes that happen to bodies during puberty I can use scientific vocabulary for external male and female body parts including genitalia</i> <u>Menstruation</u> - What is menstruation and how can I manage it? <i>I can explain what menstruation is</i> <u>Personal Hygiene</u> - What is the importance of personal hygiene during puberty <i>I can identify body parts or areas to keep clean during puberty</i> <i>I can explain how to keep clean during puberty</i> <i>I can describe ways to manage physical changes during puberty including the use of products to keep clean</i> <u>Emotions and feelings</u> - What emotional changes will I experience during puberty? <i>I can identify some of the feelings experienced during puberty</i> <i>I can describe how and why emotions can change during puberty</i> <i>I can explain where to get help and support for managing puberty</i>
UKS2		<u>Puberty Recap</u> Y6 - What are the changes that happen during puberty? <i>I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them</i> <i>I can identify what is important for young people to know about puberty</i> <i>I can explain where to get help and support for puberty issues or worries</i> <u>Puberty: Change and becoming independent</u> - How do I manage change and become more independent? <i>I can describe some of the changes that occur as someone grows up</i> <i>I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent.</i> <i>I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</i> <u>Positive and healthy relationships</u>

PSHE and RSHE Long Term Plan

		• What are positive, healthy relationships? <i>I can identify different kinds of loving relationships</i> <i>I can describe the qualities that enable these relationships to flourish</i> <i>I can explain the purpose of mutual respect in close relationships</i> <i>I can recognise how relationships may change or end and what can help manage this</i>
--	--	--

PSHE and RSHE Long Term Plan

Safety First (Health and Wellbeing)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Being Safe	Road, safety, crossing, stop, look, listen, cars, bikes, motorbikes, tractors, lorry, vans, path, traffic, busy, safe. water, swimming, rivers, ponds, lakes, stranger, grown-ups. Hot, burns, danger, safe, unsafe, eat, drink, sick, unwell,	• What might you find on the road? • What are the special rules for crossing the road? • What choices does Goldilocks make that might be unsafe? What would be a safer choice? • What might happen if I touched something that is hot? • What is safe to eat and drink and what is not?
EYFS Reception Being Safe	Road, safety, crossing, zebra crossing, safe, cars, lights, shine, danger, pavement, path, vehicles, vans, lorry, motorbike, bikes, scooters, helmets, stop, look, listen, think, busy, safely, lollipop person, journey, travel, move, walk, heat, flames, fire, cooking	• What is road safety? • What possible dangers might be on the road? • What do I mean by out and about? • What are the safety rules when playing in the sun? What should we do if we aren't sure if something is safe? • Who helps to keep you safe? • What is the problem when things get hot? • What things could be harmful to our bodies?
KS1	Danger, unsafe, safe, hurt, rules, trusted adults, hazard, green cross code, stranger, risk, internet, personal information,	• What can we do to keep ourselves safe? What should we do if we don't feel safe? <i>I know how to stay safe and who can help if I feel unsafe</i> • Which objects in our home can be dangerous? What can we do to keep ourselves safe at home? <i>I know how to stay safe at home</i> • How can we stay safe around roads? What other dangers do we need to look out for? <i>I know how to stay safe when I am out and about</i> • What can I do when I feel unsafe around people I don't know? How can I stay safe from strangers when I'm using the Internet? <i>I can keep myself safe in different situations with people I don't know</i> • What types of things should I share with others or keep private from them? What can I do if I feel unsafe or uncomfortable in a situation? <i>I know what I can share and what I should keep private to keep myself and others safe</i> • Which people help keep us safe? How can we help those people to look after us? <i>I know who to go to if I need help</i>

PSHE and RSHE Long Term Plan

LKS2	Alcohol, choice, cigarette, danger, dare, drugs, e-cigarette, emergency, first aid, hazard, medicine, peer pressure, responsibility, risk, safety, wellbeing.	• How are we becoming more independent now we are growing older? What new responsibilities do we have as we get older? <i>I can be responsible for making good choices to stay safe and healthy</i> • What risks, hazards and dangers do we face in everyday life? What can we do if we think we're in a risky situation? <i>I can identify a risky situation and act responsibly</i> • How do we know if we are being pressured to do something risky or dangerous? What do we do if we are being pressured to do something that makes us feel uncomfortable? <i>I understand that I can choose not to do something that makes me feel uncomfortable</i> • What are the dangers when out and about? How can we stay safe in unfamiliar places? <i>I know how to stay safe when out and about</i> • What are drugs, cigarettes and alcohol? How do they affect the body and why are they dangerous? <i>I know about dangerous substances and how they affect the human body</i> • How can I deal with injuries and illness? How do I respond to an emergency situation? <i>I know how to respond in emergency situations</i>
UKS2	Choice, danger, dare, drugs, emergency, first aid, hazard, medicine, peer pressure, responsibility, risk, safety, wellbeing, social media	• What does it mean to take responsibility for our own safety? How can we do this? <i>I can take responsibility for my own safety</i> • How can we decide if a situation is risky or dangerous? What can we do if we feel we are in a risky situation? <i>I can assess and manage risks in different situations</i> • Will doing something risky or dangerous make others like or admire us? What can we do when we are under pressure to do something that makes us feel uncomfortable? <i>I can confidently identify and manage pressure to get involved in risky situations</i> • How do we know if there is an emergency? What should we do in an emergency? <i>I can act sensibly and responsibly in an emergency</i> • What are the potential hazards around our homes? How can I reduce risks to stay safe at home? <i>I can identify hazards and reduce risks to keep myself and others safe at home</i> • What hazards and risks might we encounter outdoors? How can we stay safe in unfamiliar environments? <i>I know how to stay safe in different outdoor environments</i>

PSHE and RSHE Long Term Plan

Aiming High (Living in the Wider World)

Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Reach for the Stars	Goal, targets, work hard, give up, difficult, hard, try, help, Like, kind, helpful, proud, mistakes	• What is a goal? • What could you do if you needed help? • What do you think people may say they like about you? What do you like about yourself? • Does everyone make mistakes? • What is a job?
EYFS Reception Reach for the Stars Me and My World	Goal, targets, aims, meet, score, proud, try, difficult, challenge, help, differences, setting, ideas, practising, share, work hard, listen, concentrate, focus	• What is a goal? • Have you ever completed a challenge? • What challenges might we come across? Why is it important to keep trying? • What is resilience? • What is concentrating? What can we do to help us concentrate? • What is a job? Why do people have jobs?
KS1	Aspire, achieve, ambitions, value, responsibilities, strength, skill, stereotype, qualities, self-esteem, confidence, challenge, resilience, goal, qualification	• What are our star qualities? What star qualities would we like to develop? <i>I can think of star qualities I already have and those I would like to develop</i> • What is a positive learning attitude? How can a positive learning attitude help us? <i>I can explain how a positive learning attitude can help me</i> • What kinds of jobs do people do? What do we want to be when we grow up? <i>I can talk about jobs that people can do and tell my friends what I want to be when I grow up</i> • Are some jobs for some people and not others? Can we give reasons for our opinions? <i>I can understand that it is a person's interests and skills that make them suited to doing a job</i> • What are our goals for the future? How can we achieve our goals? <i>I can think about things I would like to achieve in the future</i> • How might next year be different from this year? What are we looking forward to about next year? <i>I can think about changes which happen to me and consider how I feel about them</i>
LKS2	Achievement, behaviour, resilience, action, growth mindset, fixed mindset, qualifications, experience,	• What have we achieved over the last year and what are we proud of? How did our behaviour and attitudes help us to achieve? <i>I can identify achievements and suggest how my actions can help me to achieve</i> • What would we like to achieve over the year ahead? What do we need to do to help us achieve our goals?

PSHE and RSHE Long Term Plan

	responsibilities, curriculum vitae, Ambitions, stereotypes, opportunities, self-worth	<i>I can identify personal goals and suggest actions that I can take to achieve them</i> - What behaviours can help us to learn new things? What can we do when we find our learning challenging? <i>I can explain how a positive learning attitude can help me to learn new things</i> - What kind of jobs do people do? What kind of skills and attributes would we need to do these jobs? <i>I can identify the skills and attributes needed to do certain jobs.</i> - What are stereotypes and how can they affect our attitudes? Can we be anything we want to be when we grow up? <i>I understand that we should all have equal opportunities to follow our career ambitions</i> - What might we like to do when we grow up? What skills would we need to develop in order to achieve this? <i>I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.</i>
UKS2	Opportunities, stereotyping, attribute, behaviour, growth mindset, fixed mindset, self-worth, learning styles, failure, privilege, setbacks, Obstacle, motivation	- What have we achieved and learnt since we started school? What skills and attributes have we used to make that happen? <i>I can understand how people learn new things and achieve certain goals</i> - How do successful learners overcome challenges? How do helpful learning strategies help us? <i>I can understand that a helpful attitude towards learning can help us succeed in life</i> - What kind of opportunities are available as we grow up? How can we make the most of these opportunities? <i>I can identify opportunities that may become available to me in the future, and I am aware of how to make the most of them</i> - Can some jobs only be done by certain kinds of people? Are some jobs for men and some for women? <i>I can understand that gender, race and social class do not determine what jobs people can do</i> - What skills might we need in the world of work? What are the different routes into careers? <i>I can understand that there are a variety of routes into different jobs which may match my skills and interests</i> - What would we like to achieve in the next year? Five years? Ten years? What steps can we take to help us achieve our goals? <i>I can discuss my goals for the future and the steps I need to take to achieve them</i>

PSHE and RSHE Long Term Plan

Diverse Britain (Living in the Wider World)		
Key Stage	Vocabulary	Questions/Unit Coverage
KS1	Community, belonging, respect, listen, behaviour, choice, consequence, neighbours, neighbourhood, responsibilities, environment, multicultural, diverse, culture	- What does it mean to belong to a community? What can we do to help our class and community? <i>I can describe ways that I can help my school community</i> - What is it like in our community? How can we be good neighbours? <i>I can describe ways that I can be a good neighbour</i> - What makes our neighbourhood a nice place? How can we keep it a pleasant place for everyone? <i>I can identify things that help and harm my neighbourhood</i> - What is Britain? What is it like to live in the British Isles? <i>I can describe what it is like to live in the United Kingdom</i> - In what ways can British people be different from one another? How are British people similar to one another? <i>I can explore how people living in the United Kingdom can be different and how they are the same</i> - What does it mean to be British? Why should we be proud of living in the British Isles? <i>I can talk about identity and living in the United Kingdom</i>
LKS2	Multicultural, society, diverse, culture, identity, tradition, right, responsibly, democracy, Equality, government, rules, liberty, respect, discrimination, stereotype, Belong, valued, included	- What is it like to live in the British Isles? What kinds of people are British people? <i>I can describe what it is like to live in the United Kingdom</i> - What is democracy? Why is democracy important? <i>I can talk about what democracy is and understand why it is important</i> - What are rules? What is the law? How are these enforced? How do rules and laws help us? <i>I can talk about what rules and laws are and identify how they help us.</i> - What does 'liberty' mean? What are the rights shared by British people? <i>I can talk about what liberty means and can identify the rights of British people</i> - What is diversity and why is it important? Why should we be respectful of other people? <i>I can describe a diverse society and talk about why it is important</i> - What does 'being British' mean to me? Does 'being British' mean the same to all British people? <i>I can explain what being British means to me and others</i>
UKS2	Community, ethnicity, faith, identity, democracy, diverse society, responsibility, prejudice, discrimination, stereotyping,	- What kind of people live in our nation? How can we show respect for people whose faith or ethnicity is different to ours? <i>I can talk about the range of faiths and ethnicities in the United Kingdom and identify ways of showing respect to all people</i> - What is a community and who makes it what it is? How can we contribute to our community?

PSHE and RSHE Long Term Plan

	Local government, national government, charity, voluntary organisation	• <i>I can explain what a community is and what it means to belong to one</i> • How does the law help us? What could happen if laws are broken? <i>I can explain what a community is and what it means to belong to one</i> • What is 'local government' and what does it do? How does local government work? What is 'national government' and what does it do? How does national government work? <i>I can discuss the terms democracy and human rights in relation to local government</i> • What are charities and voluntary groups? What do they do <i>I can investigate what charities and voluntary groups do and how they support the community</i>
--	---	---

PSHE and RSHE Long Term Plan

Money Matters (Living in the Wider World)		
Key Stage	Vocabulary	Questions/Unit Coverage
KS1	Money, coins, banknotes, debit card, contactless payment, online payment, wages, salary, bank account, receipt, want, need, decision Spend, safe	- What is money? What do we need money for? Where does money come from? What jobs do people do? <i>I can talk about where money comes from and the way people use it</i> - How can we keep our money safe? Why is it important to keep money safe? <i>I can explain how to keep money safe and why this is important</i> - What choices do we have about spending money? How do we keep track of what we spend? <i>I can explain choices people have about spending money and why it is important to keep track of what is spent</i> - What is the difference between things we want and the things we need? Why is it important to understand this? <i>I can explain the differences between wants and needs and discuss how this can affect people's spending decisions.</i> - What happens when we go shopping? What are the different kinds of things we can buy? <i>I can understand that money can affect people's emotions</i>
LKS2	Money, employment, wages, bank account, debit card, credit card, contactless payment, online payment, interest, ethical spending, environment, priority Budget, value, saving,	- Why do people go to work? What are the other ways that adults can get money? <i>I understand there are different routes into employment and reasons people go to work</i> - What are notes, coins, debit and credit cards and bank accounts? How do people prioritise spending? <i>I understand people make decisions about what to spend money on and how to spend it.</i> - Why do people borrow or take risks with money? What are the consequences of this? What choices do we have about spending money? What impact can these choices have? <i>I can talk about reasons people might need to borrow money and how money can affect people's emotions</i> - Why do adverts try to influence the way we spend money? How do they do this? <i>I can talk about factors that can influence people's spending</i> - How can we keep track of money? Why is it important to do this? <i>I can explain what it means to make and use a budget</i>
UKS2	Investment, risk, scamming, phishing, consumers, value for money, ethical spending, fair trade, budget	- How do people pay for what they need? How is money used around the world? <i>I understand countries have their own currencies and can explain different ways to pay for things.</i> - What choices do people have about how to spend their money? What influences their decision? <i>I can talk about factors that may influence how people spend their money</i> - Why is it helpful to budget? How do you know what spending budget is available? <i>I can explain why budgeting can be helpful and how a budget can be made</i>

PSHE and RSHE Long Term Plan

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• What priorities might people have when deciding how to spend money? How can money affect our emotional wellbeing?
<i>I can discuss the effect money can have on people's emotional wellbeing</i>• How can people spend money online? How can people make sure online payments are secure?
<i>I can explain different ways of spending money online and how to do this securely</i>• How do people decide what job to do? How can we be active citizens, contributing positively to society?
<i>I can discuss factors which may influence people's employment decisions and ways people can contribute positively to society</i> |
|--|--|---|

PSHE and RSHE Long Term Plan

One World (Living in the Wider World)		
Key Stage	Vocabulary	Questions/Unit Coverage
EYFS 3-4 Me and My World	World, people, around the world Environment, world, care, protect, litter, ocean, sea, creatures, animals, rubbish, bin, recycle, unwell, sick, find, help.	- What do people use aeroplanes for? - What country do we live in? Where are you from - What is the ocean? - What should we always do with our rubbish?
EYFS Reception Me and My World	World, people, around the world, countries Environment, world, care, protect, litter, electricity, water, plant, look after, town, river, jungle, forest, beaches, mountains, desert, city, park, recycle, plastic, paper, food, cardboard, batteries, clothes, shoes, glass, tin, metal.	- What do you know about other countries? - Have you ever visited another country? - How is it different from the UK? - What could we do in school to look after our world? - Why is it important to recycle?
KS1	Trust, safe, family, similar, different, special people, home, environment, Natural resources, protect, choice, harm. Respect, care	- What are families like around the world? How are they similar to and different from ours? <i>I can explore family life in different countries</i> - How is life different for children in other countries? How is it the same? <i>I can discuss homes and home life from around the world</i> <i>I can say how it is the same as mine and how it is different</i> - What is it like going to school in other countries? <i>I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</i> - Why is it important to go to school? - What are some of the different places that people live? How does this affect their lives? <i>I can explore places where people live which are different from where I live</i> - How do people use things from the earth? What problems can this cause? <i>I can think about how people use things from the earth and what problems this can cause</i> - Why is it important to care for the earth? What can we do to help? <i>I can say why it is important to care for the earth and identify how I can help to protect it</i>

PSHE and RSHE Long Term Plan

LKS2	Similarities, differences, rural, urban, stereotype, United Nations, discrimination, empathy, compassion, diversity, resources, fair trade, responsibility, climate change, charity,	• What are the similarities and differences in the lives of Chiwa and Kwende? Why are their lives so different? <i>I can discuss ways in which people's lives are similar and different and give reasons for differences.</i> • What are Chiwa's reasons for wanting to attend school? What are her mother's reasons for wanting her to stay at home? <i>I can explore differences of opinion and identify if I feel these are fair</i> • What do we think Chiwa's family should do? Can we give reasons for our opinions? <i>I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions</i> • How can our actions affect the lives of people like Chiwa? What can we do to help make the world a fairer place to live? <i>I can recognise how my actions impact on people living in different countries and can identify things I can do to help</i> • What is climate change and how does it affect people like Chiwa? What can we do to help? <i>I can explain what climate change is and how it affects people's lives as well as identify what I can do to help</i> • What kind of organisations help people like Chiwa? What kind of things do they do? <i>I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this</i>
UKS2	Citizen, citizenship, global warming, pollution, deforestation, renewable energy, biodiversity, ecosystem, sustainability, responsibility	• What does it mean to be a global citizen? How can we be responsible global citizens? <i>I can talk about and understand how we can be a responsible global citizen</i> • What is global warming and why is it happening? What are the effects of global warming and how can we prevent them from becoming worse? <i>I can describe what global warming is and what we can do to help prevent it from getting worse</i> • How does energy use contribute to global warming? What can we do to help? <i>I can explain how our energy use can harm the environment and describe what we can do to help</i> • Why is it important not to waste water? How can we use water responsibly? <i>I can describe how we can use water responsibly and understand the importance of doing this</i> • What is biodiversity and why is it important? What can we do to encourage biodiversity? <i>I can understand what biodiversity is and explain the importance of doing all we can to encourage it</i> • How can choices that we make have an impact on people across the world? What is our plan for making the world a better place? <i>I can make choices which make the world a better place and that help people across the world</i>