|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PHSE/RSHE Long Term Plan**  ( Linking to PHSE Association Medium Term Plans) | | | | | | | | | |
| PSHE and RSHE are deeply integrated and will naturally be taught together  These are the three core themes that run within the PSHE/RSHE programme of study  **1. Relationships 2. Health and Wellbeing 3. Living in the Wider World**  These three core themes are taught through nine topics throughout the school year   1. **Relationships – Family and Friendships/ Safe Relationships/ Respecting Ourselves and Others** 2. **Health and Wellbeing – Physical Health and Mental Wellbeing/ Growing and Changing/ Keeping Safe** 3. **Living in the Wider World – Belonging to a Community/ Media Literacy and Digital Resilience/ Money and Work** | | | | | | | | | |
|  | Self- Regulation | | | Building Relationships | | | Managing self | | |
| Nursery | **Range 5**  **•** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  • Understand gradually how others might be feeling.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others. | | | **Range 5**  • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  • Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.  • See themselves as a valuable individual.  • Build constructive and respectful relationships. | | | **Range 5**  Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Make healthy choices about food, drink, activity and toothbrushing.  Manage their own needs. - personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | | |
| Reception | **Range 6**  • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | **Range 6**  • Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs. | | | **Range 6**  • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | |
|  | Autumn | | | Spring | | | Summer | | |
| Key concepts | **Family and Friendships** | **Safe Relationships** | **Respecting Ourselves and Others** | **Belonging to a Community** | **Media Literacy and Digital Resilience** | **Money and Work** | **Physical health and Mental Wellbeing** | **Growing and Changing** | **Keeping Safe** |
| Year 1 | Roles of different people; families; feeling cared for | Recognising Privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others’ needs: looking after the  environment | Using the internet and digital devices; communicating  online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise; hygiene routines; sun  safety | Recognising what makes them unique and special; feelings; | How rules and age restrictions help us; keeping safe online |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | What rules are; caring for others’ needs: looking after the environment | managing when things go wrong |  |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and  asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | Recognising respectful behaviour; the importance of self respect; courtesy and  being polite | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information on line | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and re- framing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Keeping secrets/ confidentiality Knowing when to break a confidence | Positive relationships/ friendships, including online | Responding to hurtful behaviour: managing confidentiality; recognising risks online | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Respecting differences and similarities: discussing difference sensitively | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Maintaining a balanced lifestyle; oral hygiene and dental care Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Actions, consequences, negotiation and compromise | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid |
| Year 6 | Recognising and managing pressure; consent in different  situations | Attraction to others; romantic relationships; civil partnership and  marriage | Expressing opinions and respecting other points of view,  including | Human rights, communities valuing diversity; challenging | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing  change, loss and | Human reproduction and birth; increasing Health choices  and habits; what | Independence, responsibility, keeping safe, influences on  behaviour, |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | discussing topical issues | discrimination and stereotypes |  |  | bereavement; managing time online | affects feelings; expressing feelings independence; managing  transition | protecting their body (FGM) |