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| **PHSE/RSHE Long Term Plan**( Linking to PHSE Association Medium Term Plans) |
| PSHE and RSHE are deeply integrated and will naturally be taught togetherThese 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 year1. **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**
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|  | 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 theenvironment | Using the internet and digital devices; communicatingonline | Strengths and interests; jobs in the community | Keeping healthy; food and exercise; hygiene routines; sunsafety | Recognising what makes them unique and special; feelings; | How rules and age restrictions help us; keeping safe online |

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|  |  |  |  |  |  |  | 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 andasking 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 andbeing 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 differentsituations | Attraction to others; romantic relationships; civil partnership andmarriage | 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; managingchange, loss and | Human reproduction and birth; increasing Health choicesand habits; what | Independence, responsibility, keeping safe, influences onbehaviour, |

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