



Stakesby Community Primary School

PHSCE Long Term Planning

Curriculum coverage and objectives

Most classes will be engaged in thirty minutes of PHSCE teaching or circle time activities each week.

Objective
Key



SEAL links



Citizenship



SRE



Staying
Safe



Financial
Education



Keeping
Healthy



E - Safety

(Drugs, Alcohol, Tobacco)

Autumn 1

SEAL Theme: New Beginnings (Covered within assembly time)

PHSCE focus: Elements of Citizenship/Keeping Healthy
(Covered within classroom teaching/circle time)

Key Stage One

- I can express a simple opinion, agreement and disagreement
- I can ask questions
- I can take part in discussions/simple debate with others about topical issues
- I know that people and other living things have needs and recognise my own responsibility to meet those needs
- I can contribute to the life of the class and the school
- I know that I belong to different groups and communities ie school, family
- I know what can be harmful to the environment
- I know some ways to look after my environment
- I know that money comes from different sources and can be used for different purposes
- I can make simple choices to improve my health and well-being
- I know how diseases are spread and how they can be controlled
- I know the importance of personal hygiene- regular washing, bathing, showering
- I know how to look after my body

Lower Key Stage Two

- I can participate in making and changing rules
- I know why different rules are needed in different situations
- I know that choices we make can impact on the local and global communities
- I know where to find impartial advice to inform my decision making
- I can recognise aggressive and anti-social behaviours and their effects on individuals and communities
- I can make informed choices about their environment
- I understand that there is great diversity locally and across the world which affects peoples' choices
- I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression
- I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media
- I can make informed choices about healthy eating and exercising
- I can make simple choices to improve my health and well-being

Upper Key Stage Two

- I know how to access local and national support groups
- I can talk and write about my opinions
- I know that circumstances in other countries and cultures may be different from our own
- I know that individual and community rights and responsibilities need to be taken into account when making decisions
- I understand that choices we make as individuals, a community and a nation impact internationally
- I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances
- I can recognise and challenge stereotypes
- I know where to find impartial advice to inform my decision making
- I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities
- I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself
- I can take part more fully in school and community activities
- I can demonstrate a sense of social justice and moral responsibility
- I understand that resources can be allocated in



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		<p>different ways and that economic choices affect individuals, communities and the environment</p> <ul style="list-style-type: none"> • I can research, discuss and debate topical issues, problems and events • I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I am aware of how the media present information and that the media can be both a positive and negative influence • I know about the basic institutions that support democracy locally and nationally • I can make informed choices about my environment • I can manage my time to include regular exercise • I understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders, managing finances etc. • I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image. • I know where individuals, families and groups can get help and support.
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Citizenship
 Activities involving objectives from the citizenship strand should involve children engaging in tasks that see them planning and realising how their actions can make a difference. should relate to something that could directly affect them. This is the essential theme of citizenship teaching and learning.

Autumn 2		
SEAL Theme: Getting on and falling out (Covered within assembly time)	PHSCE focus: E-Safety (Covered within classroom teaching/circle time)	
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • I understand that I can find a range of information 	<ul style="list-style-type: none"> • I can use the internet purposefully to answer specific 	<ul style="list-style-type: none"> • I can recognise the need to ask appropriate questions



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<p>from the internet</p> <ul style="list-style-type: none"> • I can navigate age-appropriate websites • I know what to do if I find something inappropriate online • I know that the internet can be used to communicate with other people • I understand that we should respect the work of others which is stored or presented electronically • I can use the internet purposefully to answer specific questions • I know that not everything on the internet is true • I know the difference between communicating using email and online in a discussion forum • I am able to send suitable and purposeful emails • I can demonstrate an understanding of E-safety when communicating online 	<p>questions.</p> <ul style="list-style-type: none"> • I know that not everything on the internet is true • I know the difference between communicating using email and online in a discussion forum • I am able to send suitable and purposeful emails • I can demonstrate an understanding of E-safety when communicating online • I can use the internet as a resource to support their work, and begin to understand plagiarism • I know that not everything on the internet is true and know what to do if I access something inappropriate • I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones • I understand the need to keep some information private in order to protect myself when communicating online • I begin to recognise how electronic communications may be used for manipulation or persuasion 	<p>to find answers</p> <ul style="list-style-type: none"> • I understand that good online research involves processing the information (rather than copying) and interpreting it for others • I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website • I recognise issues of copyright and the importance of acknowledging sources • I understand that the resources I find may be covered by copyright • I can use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness. • I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school. • I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users • I understand that not all information on the internet is legal to use or copy, even if sources are acknowledged • I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school • I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online.
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Spring 1

SEAL Theme: Going for Goals (Covered within assembly time)

PHSCE focus: Financial Education (Covered within classroom teaching/circle time)

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • I know that we have to pay for what we buy. • I understand the consequences of losing money or having it stolen. 	<ul style="list-style-type: none"> • I know how to look after and handle money in everyday situations. • I can make simple financial decisions and consider 	<ul style="list-style-type: none"> • I know about the range of jobs carried out by people • I know and understand how I can develop skills to make a contribution in the future



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Keeping Healthy



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- I know that we can have different feelings about money.
- I can say what charities are for and what some might do.
- I understand that people in our school may have different values, customs and circumstances.
- I know that there are some things people have to buy and other things that we choose to buy.
- I can explain the difference between needs and wants.
- I understand individuals and families have to find ways to balance wants and needs.
- I understand that it may not be possible to have everything you want, straight away, if at all.
- I know that “The Lottery”, “Scratch cards” etc are gambling.
- I begin to understand amounts in real terms e.g. the real cost of things.
- I can choose a way to pay and consider how the choice might affect me.
- I can recognise the coins and notes we use.
- I know different ways that money can be looked after.
- I know that we can pay for things in a range of ways.
- I can choose the correct value of coins and calculate change.
- I am able to keep simple financial records.
- I begin to understand that money is a finite resource and needs to be managed.
- I understand that even when not using cash money is being used.
- I understand that the choices we make affect ourselves and others

- how to spend money, including pocket money and contributions to charity
- I know that individuals and families may need or choose to spend their money in many ways.
- I know there are different ways to gain money, including earning it through work.
- I know that it is possible to keep money safe by putting it into an ‘account’ in the bank, building society.
- I can make choices about how money should be spent.
- I know that families and individuals may have many commitments and may manage their money in a range of ways, depending on values, culture and income.
- I understand that choices have an impact on individuals and families.
- I know that you can plan for future spending and how to save.
- I know that making comparisons between costs is important in managing your money.
- I begin to understand why we have charities
- I can begin to develop an understanding that people have different financial circumstances
- I can begin to understand the different values and attitudes that people have with regard to money.
- I recognise the range of jobs carried out by people they know.
- I can explain how I will develop skills for work in the future.
- I understand and use larger sums of money in calculations.
- I know a range of different ways to pay for things, some may involve debt or credit (‘borrowing’)
- I know that if you ‘borrow’ you have to pay back more (Muslim Sharia tradition is different)
- I am able to keep track of spending, keeping accurate

- I know that there are a range of earnings for different jobs
- I am able to plan for future spending
- I understand how and why people save
- I can differentiate between essentials and desires – needs and wants
- I am able to understand and manage feelings about money, my own and others
- I can discuss wider issues such as ‘does money make you happy?’
- I know what is deducted from earnings and why
- I am able to use cheques, credit and debit cards etc
- I am beginning to understand pensions and insurance
- I understand that money we earn also supports the community
- I understand different ways of keeping track of my money
- I am able to ‘read’ and check pay slips, bank statements etc
- I can use effective record-keeping systems
- I can manage a more complex budget over time
- I understand that managing money is complex but there are people who can help



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	<p>records</p> <ul style="list-style-type: none"> I can understand that I can pay for things without having enough money and that this has consequences (credit) I know that feelings about money can change I am able to take account of other peoples' feelings when making decisions I can make informed choices about charities, through prioritising, and in relation to my own values. I can demonstrate how to look after and save money 	
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Spring 2

SEAL Theme: Good to be me (Covered within assembly time)

PHSCE focus: Staying Safe (Covered within classroom teaching/circle time)

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> I know the importance of personal hygiene- regular washing, bathing, showering, dental care. I know the role of medicines in promoting health and the reasons why people use them. I recognise the need for safety rules – road, fire, school environment, playground and home. I know there are people and services who can help us. I use simple skills which will help to maintain my personal safety I know how diseases are spread and how they can be 	<ul style="list-style-type: none"> I can identify and explain how to manage the risks in different familiar situations. I know how to ask for help. I can make judgements and decisions and use basic techniques for resisting negative peer pressure. I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these. I can make decisions and show assertiveness in situations relating to drug use. 	<ul style="list-style-type: none"> I understand simple, safe routines to prevent the spread of bacteria and viruses. I can identify a range of risks connected to drug situations. I know which commonly available substances and drugs are legal and illegal, and their effects and risks. I know the dangers from handling discarded syringes and needles. I know where individuals, families and groups can get help and support.



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<p>controlled.</p> <ul style="list-style-type: none"> I understand that all drugs can be harmful if not used properly. I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly. I begin to recognise the media's role in presenting information about medicines, alcohol and smoking. 	<ul style="list-style-type: none"> I can demonstrate basic safety procedures when using medicines. I know how to keep myself and others safe when using roads. I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need. I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs. I can take responsibility for my own behaviour and safety and realise that actions have consequences. I have some strategies to cope with peer influence and peer pressure. 	<ul style="list-style-type: none"> I know basic emergency aid procedures and where to get help. I recognise different risks in different situations and then decide how to behave responsibly; including judging what kind of physical contact is acceptable or unacceptable. I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know. I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences.
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Summer 1

SEAL Theme: Relationships (Covered within assembly time)

PHSCE focus: Sex and Relationships (Covered within classroom teaching/circle time)

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> I can name the main parts of the body. I understand the concept of male and female. I know how to look after my body. I know the importance of personal hygiene- regular washing, bathing, showering. I know that there are different types of relationships – family, friends and others. I know that family and friends should care for each other. I understanding the importance of valuing of one's own body and recognising it's uniqueness. I know that individuals have rights over their own 	<ul style="list-style-type: none"> I can identify different types of relationships and show ways to maintain good relationships. I understand that relationships may change over time. I can judge what kind of physical contact is acceptable or unacceptable. I feel good about myself and my body. I know the importance of taking care of my own body, whilst respecting cultural differences. I understand the language used to describe changes and feelings. I understand that their bodies and emotions will change as they grow older. I can name the main 	<ul style="list-style-type: none"> I understand simple, safe routines to prevent the spread of bacteria and viruses I can name and explain male and female body parts, relating to Sex and Relationship Education I know the ways in which boys and girls grow and develop in puberty – physically. I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way. I know where individuals, families and groups can get help and support



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E - Safety

<p>bodies, and that there are differences between ‘good’ and ‘bad’ touching.</p> <ul style="list-style-type: none"> I know that people can do different things according to age and development and that people grow from young to old. I recognise that peoples’ needs change with age 	<p>characteristics of boys and girls</p> <ul style="list-style-type: none"> I use appropriate language for body parts. 	<ul style="list-style-type: none"> I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know. I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences. I can name and explain male and female body parts, relating to Sex and Relationship Education. I know the ways in which boys and girls grow and develop in puberty. I recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way
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Summer 2

SEAL Theme: Changes (Covered within assembly time)

PHSCE focus: SEAL Links (Covered within classroom teaching/circle time)

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I can play and work cooperatively I can listen to other people I can share appropriately I can recognise and name my feelings I can recognise that my behaviour affects others I can recognise and say what is fair and unfair, right and wrong I can recognise, name and deal with their feelings in a positive way I begin to recognise the range of human emotions and some ways to deal with these 	<ul style="list-style-type: none"> I can listen to and show respect for the views of others I can identify positive ways to face new challenges I know the importance of valuing myself I can see my mistakes, make amends and set personal goals I can explain how my actions have consequences for myself and others I can describe the nature and consequences of bullying and express some ways of responding to it I can empathise with other people and situations through topical issues, problems and events I can respond appropriately to other people’s feelings I can acknowledge that others have different points of view 	<ul style="list-style-type: none"> I can express my views confidently and listen to and show respect for the views of others I can resolve differences, looking at alternatives, making decisions and explaining choices I can deal positively with my feelings and recognise a range of emotions in others I can identify positive things about myself and my achievements and set personal goals I can recognise the difference between aggressive and assertive behaviour I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3



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<ul style="list-style-type: none"> • I can say what I am good at • I can set a simple goal • I can say how I can learn from my experiences • I can listen to others and respect their viewpoints • I can identify and respect differences and similarities between people • I know that there are different types of bullying and teasing • I know that bullying is wrong and know how to deal with bullying behaviours • I can recognise and say what I like and dislike • I can identify positive ways to face new challenges and be prepared for the transition to KS2 	<ul style="list-style-type: none"> • I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves • I can express my views confidently, when communicating with my peers and adults • I can identify positive ways to face new challenges • I can identify positive things about my own and others' achievements • I can recognise the worth of other people 	
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