



## Curriculum Long Term Plan

### PSHE

	Autumn	Spring	Summer
<b>Nursery</b>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Show more confidence in new social situations.</p> <p>Remember rules without needing an adult to remind them</p> <p>Understand gradually how others might be feeling</p> <p>To demonstrate some persistence when they cannot immediately do something</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
<b>Reception</b>	<p>PSHE in Reception follows the Scheme of Work: <b>Think Equal</b>. The school programme is designed to be taught over 30 weeks of the school year. Each week of learning begins with a narrative picture book, followed by lessons and discussion around each one.</p> <p>The topic areas covered are: 'I Have A Strong Sense of Who I Am'</p> <p>'I Am Able to Look After Myself'</p> <p>'I Am Able to Look After Others'</p> <p>'I Am Able to Communicate'</p> <p>'I Am Able to Contribute and Create'</p> <p>'I Am a Critical Thinker'.</p>		

<p><b>Year 1</b></p>	<p><b><u>Keeping / Staying Safe: Road Safety</u></b> Understand road safety. Develop road sense Explore real life scenario</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Talk about practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b><u>Keeping / Staying Healthy: Washing Hands</u></b> Germs and how they may spread. How to prevent spread</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p>	<p><b><u>Relationships: Friendship</u></b> Recognise and name a range of feelings. Caring about others How to be a good friend</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Talk about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p><b><u>Being Responsible: Water Spillage</u></b> Importance of preventing accidents Recognise responsible and irresponsible actions</p> <p><b>Key End Points: By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about respect for self and others and the importance of responsible behaviours and actions.</li> </ul>	<p><b><u>Feelings and Emotions: Jealousy</u></b> Be able to recognise and name emotions and their physical effects</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> <p><b><u>Computer Safety: Online Bullying</u></b> Understand how online activity can affect others Be able to recognise negative aspects of using technology</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to consider the effect of their online actions on others and know how to recognise and display</li> </ul>
----------------------	---	---	---

	<ul style="list-style-type: none"> <li>• Talk about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• Understand what constitutes a healthy diet.</li> <li>• Know the principles of planning and preparing a range of healthy meals.</li> <li>• Talk about the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the rights and responsibilities as members of families, other groups and ultimately as citizens.</li> </ul>	<p>respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>• Understand where and how to report concerns and get support with issues online.</li> <li>• Begin to understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>
Year 2	<p><b><u>Keeping / Staying Safe: Tying Shoelaces</u></b> Developing understanding of safe and unsafe scenarios.</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• Discuss how to recognise and report feelings of being</li> </ul>	<p><b><u>Relationships: Bullying</u></b> Be able to see and understand bullying behaviours. Know how to cope with bullying behaviours.</p> <p><b><u>Relationships: Body Language</u></b> Understand that feelings can be shown without words. Understand why it is important to care about other people's feelings.</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand that in school and in wider society they can expect to be treated with respect by others, and</li> </ul>	<p><b><u>Feelings and Emotions: Worry</u></b> Learn a range of skills for coping with unpleasant / uncomfortable emotions. Understand that feelings can be communicated with and without words.</p> <p><b><u>Feelings and Emotions: Anger</u></b> Be able to recognise and name emotions and their physical effects.</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know that most friendships have ups and downs, and that these can</li> </ul>

	<p>unsafe or feeling bad about any adult.</p> <p><b><u>Keeping / Staying Healthy: Brushing Teeth</u></b> Understand how and why to brush your teeth. Know the differences between healthy and unhealthy choices.</p> <p><b><u>Keeping / Staying Healthy: Healthy Eating</u></b> Foods for health and growth. Healthy and unhealthy food choices.</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<p>that in turn they should show due respect to others, including those in positions of authority.</p> <ul style="list-style-type: none"> <li>• Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b><u>Being Responsible: Practice Makes Perfect</u></b> Be able to name ways you can improve in an activity or sport. Be able to see the benefits of practising an activity or sport.</p> <p><b><u>Being Responsible: Helping Someone in Need</u></b> Know how you can help other people. Understand the risks of talking to people you don't know very well in the community. Learn a range of skills for coping with unpleasant / uncomfortable emotions.</p> <p><b>Key End Points: By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or</li> </ul>	<p>often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> <li>• Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul> <p><b><u>Computer Safety: Image Sharing</u></b> Understand how your online actions can affect others Know the risks of sharing images without permission. Understand the difference between safe and risky choices online.</p> <p><b>Key End Points:</b> <b>By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for</li> </ul>
--	--	--	---

		<p>cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>• Know the risks associated with an inactive lifestyle (including obesity).</li> <li>• Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p>others online including when we are anonymous.</p> <ul style="list-style-type: none"> <li>• Know how information and data is shared and used online.</li> </ul>
--	--	--	--

**Key Texts:**

<p>The Hodgehog – Dick King Smith</p>	<p>Monty the Manatee: A book about kindness and anti-bullying (Sea School Stories) by Natalie Pritchard and Natalie Merheb</p>	<p>Help Your Dragon Deal With Anxiety: Train Your Dragon To Overcome Anxiety. (My Dragon Books) by Steve Herman</p>	<p>Goldilocks – Tony Ross</p>	<p>My Strong Mind: A Story About Developing Mental Strength (Positive Mindset series) by Niels van Hove</p>	<p>What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids (R)) by Dawn Huebner and Bonnie Matthews</p>
					