

Long Term Planning - PSHE

PSHE	Hillfort Specific	Embody the school's values Kindness, resilience, challenge, courage, aspiration		Cultural isolation Embracing multiculturalism and fighting the corrosive effects of intolerance.		Closing the vocabulary gap			
	PSHE Concepts	Identity - personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.	Relationships - including different types and in different settings, including online.	Healthy balanced lifestyle – physically and emotionally, within relationships, exercise and rest, spending and saving and lifestyle choices.	Risk and safety - identification, assessment and how to manage risk, including behaviour and strategies to employ in different settings, including online.	Diversity – in all its forms. Valuing and respecting diversity.	Change - resilience and the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance, including bereavement.	Rights - (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)	Power - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged and managed.
	PSHE Skills	Understanding self and others Recognise own and other people's personality traits, individual preferences and characteristics. Recognise challenging behaviours and the negative effects these can have on relationships.	Working with others Be able to working with others and demonstrate negotiation and compromise.	Compassion and empathy Demonstrate respectful interactions.	Assertiveness Understand the skill of being assertive, say 'No 'and mean it, speak using 'I'.	Decision making Know how to reach a conclusion or resolution after consideration of issues or facts. Recognise peer influence. Develop strategies for resisting negative peer influence.			

Progression map

Key concept: Identity	Children begin to understand who they are and what makes them special. Children talk about themselves and what they like. Children start to talk about good feelings and not so good feelings.	Children recognise their own likes/dislikes and traits, they begin to recognise other people's like/dislikes and traits. Children begin to recognise their own feelings.	Children begin to recognise their own and other people's like/dislikes, traits and preferences. Children are able to understand, recognise and respond appropriately to a range of feelings in themselves and from others.	Children recognise their own and other people's personality traits, individual preferences and characteristics. Children are able to understand, recognise and respond appropriately to a range of feelings in themselves and from others.
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Key concept: Relationships	Children to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Children begin to recognise different types of relationship, including those between acquaintances, friends, relatives and families.	Children recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	Children learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
Key concept: Healthy balanced lifestyle	Children start to learn about the importance of exercise, water, healthy food and sleep.	Children learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Children learn how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'.	Children learn what positively and negatively affects their physical, mental and emotional health.
Key concept: Risk and Safety	Children talk about people who looks after them and keep them safe. Children learn who to go to if they are worried.	Children begin to know ways of keeping physically and emotionally safe including online safety, sun and sea safety.	Children learn ways of keeping physically and emotionally safe including online safety, road safety and fire safety.	Children learn how to manage risks to physical and emotional health and wellbeing. Children know ways of keeping physically and emotionally safe.
Key concept: Diversity	Children talk about similarities and differences between themselves and others, and among families and communities.	Children learn that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Children learn to appreciate and respect the range of national, regional, religious and ethnic identities in the United Kingdom.	Children learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. They consider the lives of people living in other places, and people with different values and customs.
Key concept: Change	Children talk about 'growing up', what they can do now but couldn't as a baby. Children are prepared for transition to Year 1.	Children learn about the process of growing from young to old and how people's needs change.	Children learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	Children learn how their body will, and their emotions may, change as they approach and move through puberty. Year 6 are prepared for transition to Secondary school.
Key concept: Rights	Children learn that it is okay to say 'no' and mean it. Children begin to talk and discuss 'right and wrong' and what to do if they are not happy about something.	Children learn that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to	Children learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	Children learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

		return things that have been borrowed)		
Key Skill: Understanding self and others	Listen to each other. Play with others. Start to talk about feelings.	Explain their ideas and responses to an issue. Recognise their good and not so good feelings.	Recognise their own likes/dislikes, traits and individual preferences Recognise other people's likes/dislikes, traits and preferences.	Recognise their own and other people's personality traits, individual preferences and characteristics. Recognise challenging behaviours and the negative effects these can have on relationships.
Key Skill: Working with others	Start to successfully work with a partners by listening to each other.	Find a partner, sit with them and work with them collaboratively.	Demonstrate that they can work in a pair and a small group. Negotiate in small groups.	Know that different people react in different ways when working in a group. Demonstrate their knowledge of group dynamics. Demonstrate negotiation and compromise.
Key skill: Compassion and empathy	Be kind and thoughtful to others.	Demonstrate compassion, empathy and tolerance.	Demonstrate compassion, empathy and tolerance.	Demonstrate respectful interactions with others.
Key skill: Assertiveness	Know that it is OK to make mistakes. Say 'no' and mean it.	Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'no' and mean it.	Understand the skill of being assertive. Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'no' and mean it. Ask for time to think things over	Further understand the skill of being assertive. Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'no' and mean it. Know where to go for help.
Key skill: Decision making	Recognise their likes and dislikes, and talk about them. Start to make simple decisions.	To think about and verbalise what is important to them when making decisions. Demonstrate making simple decisions. Begin to think about how to make safe choices. Begin to understand that sometimes people persuade you to do things you don't want to do.	Understand that they have choices. Identify points of choice Explore factors which influence making a decision. Make more informed decisions. Recognise the influences over choice and decisions. Understand where they can get help if something feels uncomfortable or if someone is	Recognise choices and decisions they will have to make in the future. Identify ways of helping and supporting friends under pressure. Recognise peer influence. Understand ways in which peer influence can have positive and negative outcomes.

			trying to influence them in a negative way.	
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PSHE Curriculum Map

Y1	<p>3 weeks: Getting to know you. Likes and dislikes. Similarities and differences. Introduce school values, positive behaviours, why they are important. Create classroom rules.</p>	<p>4 weeks: We all have feelings. Good and not so good feelings.</p>	<p>3 weeks: RSE -Growing and caring for ourselves. (3 lesson to be taught in the same week) Healthy eating and looking after our teeth.</p>	<p>4 weeks: People who care for us. Every child a life saver: emergencies calling for help. Rights, responsibilities and respect.</p>	<p>6 weeks: Commando Joe – Steve Backshall. School values.</p>	<p>2 weeks: Medicines and me.</p>	<p>2 weeks: Bereavement</p>	<p>2 weeks: NSPCC workshop and time to revisit.</p>	<p>4 weeks: We are all special and unique. Prepare and present an anti-bullying assembly.</p>
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Y2	<p>3 weeks: Our class and our rules. Welcome back to school. Introduce school values, positive behaviours, why they are important and how they link to school and classroom rules.</p>	<p>2 weeks: Respecting uniqueness. Respecting ourselves and others.</p>	<p>7 weeks: RSE – Differences: Boys and girls. (3 lessons all to be taught in the same week) Big feelings. Keeping our teeth clean. Washing our hands.</p>	<p>4 weeks: Communities. Keep Britain tidy and litter picking. Looking after our school. Prepare and present a litter picking assembly.</p>	<p>7 weeks: Commando Joe – Pocahontas. School values.</p>	<p>6 weeks: Sun and Sea safety. RNLI assembly and follow up work. Every child a life saver: emergencies calling for help.</p>	<p>2 weeks: NSPCC workshop and time to revisit.</p>	<p>3 weeks: Online safety – sharing images, sharing personal information and negatives of being online.</p>
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Y3	<p>3 weeks: Our Class. Welcome back to school. Introduce school values and positive behaviours.</p>	<p>7 weeks: Caring for myself – physical and mental wellbeing. Every child a life saver: emergencies calling for help and kindness and coping. RSE – Valuing difference and keeping safe.</p>	<p>8 weeks: Commando Joe – Ed Stafford. School values.</p>	<p>4 weeks: World of work. Spending and saving money.</p>	<p>3 weeks: Everyday drugs.</p>	<p>6 weeks: Road safety. Fire service visit. Prepare and present a fire and road safety assembly.</p>	<p>4 weeks: Online Safety – Cyberbullying, Information sharing, emailing, online communication</p>
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Y4	<p>3 weeks: Rules. Welcome back to school. Why do we have rules? Create a set of class rules.</p>	<p>4 weeks: Relationships and the law. Respectful relationships.</p>	<p>6 weeks: RSE – Growing up. Everyday safety and basic first aid, asthma and burns.</p>	<p>8 weeks: Commando Joe – Nellie Bly School values.</p>	<p>6 weeks: Friendships. Getting on and falling out.</p>	<p>5 weeks: Everyday drugs – Alcohol and Tobacco, Legal and illegal drugs. Dilemmas and decision-making.</p>	<p>4 weeks: Healthy me – physical and mental wellbeing, nutrition, healthy eating, balanced lifestyle etc. The importance of turning off devices. Prepare and present an assembly on how to look after yourself – in body and in mind.</p>	<p>3 weeks: Online safety – keeping personal information safe and being respectful of others.</p>
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Y5	<p>3 weeks: Qualities of a good classmate. Welcome back to school.</p> <p>Solutions to common classroom and playground problems. Qualities of a good classmate.</p>	<p>8 weeks: Commando Joe – Bear Grylls</p> <p>School values</p>	<p>8 weeks: RSE – Puberty.</p> <p>The NHS.</p> <p>What is an illness?</p> <p>Why do we need medicine and vaccines?</p> <p>Keeping well.</p>	<p>2 weeks: What is bereavement?</p>	<p>6 weeks: Be who you want to be!</p> <p>Identities.</p> <p>Stereotypes.</p> <p>Discrimination.</p>	<p>4 weeks: Legal and illegal drugs.</p> <p>Dilemmas and decision making.</p>	<p>3 weeks: Online safety – Content – Is it safe? Is it trustworthy?</p> <p>Contact – Is it safe? Keeping personal information safe and where to go for help.</p>
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Y6	<p>3 weeks: Identity. A sense of identity.</p>	<p>8 weeks: Commando Joe – Nancy Wake</p> <p>School values</p>	<p>10 weeks: Stay safe</p> <p>RSE – Puberty and reproduction.</p> <p>Every child a life saver - basic life support, bleeding, choking and head injuries.</p> <p>Prepare and present an assembly on basic first aid and what to do in an emergency.</p>	<p>6 weeks: What is democracy? - how citizens can influence decision-making through the democratic process.</p> <p>The role of central government</p> <ul style="list-style-type: none"> ■ The role of local government ■ What happens in Parliament ■ How they can participate in our democracy? <p>What does the rule of law mean? How laws are made?</p>	<p>4 weeks: Embrace diversity!</p> <p>Pride LGBTQ+</p> <p>Discrimination</p> <p>Hate crime</p>	<p>4 weeks: Mental health and keeping well.</p> <p>Managing challenges and change.</p> <p>Transition to secondary school.</p>
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