



# *St Mary's CE Primary School*

'Nurturing Success'

## **PSHE Long Term Plan**



*At St Mary's C.E. Primary School, we place great importance on valuing each individual and recognising their unique attributes. Our intention is to provide a personalised PSHE curriculum that meets the needs of our children. We aim to nurture children in order to enable them to live happy, successful and fulfilled lives and prepare them for the next stages in their lives (including transitions between Key Stages and schools). Therefore, we believe that PSHE should be an integral part of daily school life covering the time children are working in lessons but also during the social times of the day (such as playtimes and lunchtimes).*

*Our PSHE curriculum has been planned around the findings of the CHIMAT report for our Authority to ensure that we have a personalised program that addresses the needs of our children. The PSHE Association provide guidance and support for planning our curriculum. It places an emphasis on a variety of areas: safety (including e-safety); risky behaviour; drugs and medicines; feelings and health and wellbeing (including mental health and emotional wellbeing). Children also learn about diversity in society and looking after money. Statutory guidance is followed on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

## St Mary's learning outcomes

<p style="text-align: center;"><b>Expectation at the end of Key Stage 1</b> Children should be able to answer the following questions:</p>	<p style="text-align: center;"><b>Expectation at the end of Lower Key Stage 2</b> Children should be able to answer the following questions:</p>	<p style="text-align: center;"><b>Expectation at the end of Upper Key Stage 2</b> Children should be able to answer the following questions:</p>
<p><b>Relationships:</b> Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it?</p> <p><b>Health and Wellbeing:</b> Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy?</p> <p><b>Living in the Wider World:</b> What can people do with money? How can I look after other people? How can I look after the wider world? What different jobs do people do?</p>	<p><b>Relationships:</b> Why might friendships change? How can I be a good friend? What are some of the bad ways people can behave towards one another? How do I know if I am being bullied and what can I do about it? Why are some parents married and some not? Why don't all families look the same?</p> <p><b>Health and Wellbeing:</b> How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it ok to be different? What makes good and bad feeling? How can I tell how other people are feeling? What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? How do different animals have babies? What happens when you get older?</p> <p><b>Living in the Wider World:</b> What is a community? What is my role in a community? What is the difference between good and bad choices? How might my choices affect people around me? How might my choices affect the environment?</p>	<p><b>Relationships:</b> What are the important relationships in my life now? What is love? How do we show love to one another? What are the different kinds of families and partnerships? What should I do if someone is being bullied or abused? Can relationships be harmful? Why are families important for having babies and bringing them up? How can I say 'no' to someone without hurting their feelings?</p> <p><b>Health and Wellbeing:</b> What is puberty? Does everyone go through it? What changes happen during puberty to boys and girls? How can I look after my body now I am going through puberty? How will my body change as I get older? What kinds of feelings come with puberty? How can I cope with these different feelings and mood swings? How can I find reliable information about these things safely on the internet?</p> <p><b>Living in the Wider World:</b> What jobs might I like to do? What things might I need to do to get that job? What things can I do to earn money safely? How can I save money? Where can I keep my money? What is the media? Should I believe everything I read online? What things can I share on social media? What should I do if I see something inappropriate online? Can I believe everything I see on TV about perfect bodies/relationships/girls and boys... to be true?</p>

Year	Autumn Term – Health and Well-being	Spring Term – Relationships	Summer Term – Living in the Wider World
1	<p>Healthy lifestyles Growing and changing Keeping safe</p> <p><b>What helps us stay healthy?</b> <b>Who helps to keep us safe?</b></p> <p>To understand what constitutes a healthy lifestyle. (Grid A) To learn about good and not so good feelings. (Grid C) To know the names for the main parts of the body. (Grid G) To think about themselves and learn from their experiences. (Grid H) To understand that household products can be harmful. (Grid J) To learn rules for and ways of keeping physically and emotionally safe. (Grid L)</p>	<p>Feelings and emotions Healthy relationships Valuing difference</p> <p><b>What is the same and different about us?</b> <b>Who is special to us?</b></p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond. (Grid A) To recognise how their behaviour affects other people. (Grid C) To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. (Grid F) To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Grid G) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (Grid I) To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (Grid J) To recognise what is fair and unfair, kind and unkind, what is right and wrong. (Grid D) To share their opinions on things that matter to them. (Grid K) To identify and respect the differences and similarities between people. (Grid L)</p>	<p>Rights and responsibilities Taking care of the environment Money matters</p> <p><b>What can we do with money?</b> <b>How can we look after each other and the world?</b></p> <p>To learn how to contribute to the life of the classroom. (Grid A) To help construct, and agree to follow, group and class rules and to understand how these rules help them. (Grid B) To understand that people and other living things have needs and that they have responsibilities to meet them. (Grid C) To learn that they belong to various groups and communities such as family and school. (Grid D) To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them. (Grid E) To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. (Grid F) To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. (Grid G)</p>
2	<p><b>What helps us to grow and stay healthy?</b> <b>What helps us to stay safe?</b></p> <p>To understand what constitutes a healthy lifestyle. (Grid A) To learn about good and not so good feelings. (Grid C) To learn about the process of growing from young to old and how people's needs change. (Grid G)</p>	<p><b>What makes a good friend?</b> <b>What is bullying?</b></p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond. (Grid A) To recognise how their behaviour affects other people. (Grid C)</p>	<p><b>What jobs do people do?</b></p> <p>To learn how to contribute to the life of the classroom. (Grid A) To help construct, and agree to follow, group and class rules and to understand how these rules help them. (Grid B)</p>

	<p>To know the names for the main parts of the body. (Grid H)</p> <p>To learn rules for and ways of keeping physically and emotionally safe (Grid K)</p> <p>To learn about people who look after them. (Grid L)</p>	<p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. (Grid E)</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). (Grid H)</p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. (Grid I)</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong. (Grid J)</p> <p>To share their opinions on things that matter to them. (Grid K)</p>	<p>To understand that people and other living things have needs and that they have responsibilities to meet them. (Grid C)</p> <p>To learn that they belong to various groups and communities such as family and school. (Grid D)</p> <p>To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them. (Grid E)</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. (Grid F)</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. (Grid G)</p>
<p><b>3</b></p>	<p><b>Why should we eat well and look after our teeth? What keeps us safe?</b></p> <p>To learn how to make informed choices. (Grid A)</p> <p>For pupils to reflect on and celebrate their achievements. (Grid D)</p> <p>To deepen pupils' understanding of good and not so good feelings. (Grid E)</p> <p>For pupils to learn about taking care of their body and the right to protect it. (Grid H)</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'. (Grid K)</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure. (Grid L)</p>	<p><b>How can we be a good friend? What are families like?</b></p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (Grid B)</p> <p>To learn to recognise and manage 'dares'. (Grid C)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond. (Grid E)</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. (Grid H)</p> <p>To recognise and challenge stereotypes. (Grid I)</p> <p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). (Grid K)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all protected characteristic groups, including gay, lesbian, bisexual and transgender people and those suffering from</p>	<p><b>What makes a community?</b></p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules. (Grid B)</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (Grid C)</p> <p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. (Grid F)</p> <p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. (Grid G)</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. (Grid I)</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. (Grid M)</p> <p>To think about the lives of people living in other places, and people with different values and customs. (Grid O)</p>

		<p>disabilities and poor mental health, and how to respond to them and ask for help). (Grid L)</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view. (Grid M)</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. (Grid Q)</p>
4	<p>What strengths, skills and interests do we have? How will we grow and change? How can we manage our feelings? How can we manage risk in different places?</p> <p>To learn how to make informed choices and to begin to understand the concept of a balanced diet. (Grid A)</p> <p>To deepen their understanding of good and not so good feelings. (Grid E)</p> <p>For pupils to recognise when and how to ask for help and use basic techniques for resisting pressure. (Grid H)</p> <p>For pupils to learn about people who are responsible for helping them stay healthy and safe. (Grid I)</p> <p>To understand school rules about health and safety. (Grid J)</p> <p>To learn strategies for keeping physically and emotionally safe in the physical world. (Grid K)</p>	<p>How do we treat each other with respect?</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (Grid B)</p> <p>To learn to recognise and manage 'dares'. (Grid C)</p> <p>To recognise what constitutes a positive, healthy relationship. To develop the skills to maintain positive and healthy relationships. (Grid D)</p> <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. (Grid E)</p> <p>To recognise that their actions affect themselves and others. (Grid G)</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. (Grid H)</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). (Grid J)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help). (Grid L)</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to</p>	<p>How can our choices make a difference to others and the environment?</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules. (Grid B)</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (Grid C)</p> <p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. (Grid F)</p> <p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. (Grid G)</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. (Grid I)</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. (Grid M)</p> <p>To think about the lives of people living in other places, and people with different values and customs. (Grid O)</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. (Grid Q)</p>

		see, respect and if necessary constructively challenge their points of view. (Grid M)	
5	<p>What makes up a person's identity?  How can we help in an accident or emergency?  How can drugs common to everyday life affect health?</p> <p>For pupils to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (Grid C)  For pupils to understand how their body will change and how the media can affect how people feel about themselves. (Grid E)  To deepen pupils' understanding of risk by recognising, predicting and assessing risks and how to manage them responsibly. (Grid I)  For pupils to recognise that their increasing independence brings increased responsibility. (Grid K)  To learn what is meant by the term 'habit' and why habits can be hard to change. (Grid M)  To learn which, why and how commonly available substances and drugs could damage pupils immediate and future health and safety. (Grid N)</p>	<p>How can friends communicate safely?</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (Grid B)  To learn to recognise and manage 'dares'. (Grid C)  To recognise that their actions affect themselves and others. (Grid E)  To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. (Grid G)  To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view. (Grid J)  To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). (Grid K)  To recognise and challenge stereotypes. (Grid L)  To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help). (Grid M)</p>	<p>What decisions can people make with money?  What jobs would we like?</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. (Grid A)  To understand that universal human rights are there to protect everyone and have primacy both over national law and family and community practices. (Grid D)  To know that there are some cultural practices which are against British law and universal human rights. (Grid E)  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. (Grid H)  To explore and critique how the media present information. (Grid J)  To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.(Grid K)  To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. (Grid L)  To think about the lives of people living in other places, and people with different values and customs. (Grid N)  To learn about the role money plays in their own and others' lives. (Grid P)  To learn about enterprise and the skills that make someone 'enterprising'. (Grid R)</p>
6	<p>How can we keep healthy as we grow?</p> <p>To learn about positive and negative effects on physical, mental and emotional health (including the media). (Grid A)  For pupils to learn how their body will change as they approach and move through puberty and to recognise</p>	<p>What will change as we become more independent?  How do friendships change as we grow?</p> <p>To recognise and respond appropriately to a wider range of feelings in others. (Grid A)  To understand the concept of 'keeping something confidential or secret', when we should or should not agree</p>	<p>How can the media influence people?</p> <p>To understand that universal human rights are there to protect everyone and have primacy both over national law and family and community practices. (Grid D)  To know that there are some cultural practices which are against British law and universal human rights. (Grid E)</p>

	<p>how images in the media do not always reflect reality. (Grid E)</p> <p>Strategies for keeping physically and emotionally safe. (Grid G)</p> <p>To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations. (Grid I)</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. (Grid J)</p> <p>For pupils to understand which, why and how substances and drugs could damage their immediate and future health and safety. (Grid L)</p>	<p>to this and when it is right to 'break a confidence' or 'share a secret'. (Grid B)</p> <p>To learn to recognise and manage 'dares'. (Grid C)</p> <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. (Grid F)</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. (Grid H)</p> <p>To recognise and challenge stereotypes. (Grid I)</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. (Grid L)</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). (Grid M)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, towards all protected characteristic groups (including gay, lesbian, bisexual and transgender people and those suffering from poor mental health), and how to respond to them and ask for help). (Grid N)</p>	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. (Grid H)</p> <p>To explore and critique how the media present information. (Grid J)</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. (Grid L)</p> <p>To think about the lives of people living in other places, and people with different values and customs. (Grid N)</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). (Grid R)</p> <p>To learn about enterprise and the skills that make someone 'enterprising'. (Grid S)</p>
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