



PSHE Long Term Plan

Year 1	Autumn		Spring		Summer	
Themes	Keeping safe and managing risk: Feeling safe	Physical health and wellbeing: Fun times	Identity, society and equality: Me and others	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Mental health and emotional wellbeing: Feelings	Careers, financial capability and economic wellbeing: My money
	Pupils learn: Devising a class charter Getting to know each other Looking after each other Happy playtimes Making choices	Pupils learn: about food that is associated with special times, in different cultures about active playground games from around the world	Pupils learn: about what makes themselves and others special about roles and responsibilities at home and school about being co-operative with others	Pupils learn: about what can go into bodies and how it can make people feel about what can go on to bodies and how it can make people feel	Pupils learn: about different types of feelings about managing different feelings about change or loss and how this can feel health and wellbeing: fun times	Pupils learn: where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do
National curriculum ref	Pupils learn: To contribute positively to the life of the class and school To help to construct and agree to follow rules	Pupils learn: To identify and respect the differences and similarities to others	Pupils learn: To identify and respect differences and similarities between people To recognise the effect of their behaviour on other people, and can cooperate with others	Pupils learn: To explain ways of keeping themselves clean and can name main parts of the body How some diseases spread and can be controlled .	Pupils learn: To identify and name some feelings and express some of their positive qualities To show that they can manage their feelings in a positive way I share my opinions on	Pupils learn: About where money comes from and can be used for different purposes About the role money plays in their lives including how to keep it safe choices about

	<p>Explain different ways that family and friends should care for one another (e.g. telling a friend they like them, showing concern for unwell family member I think about myself, learn from my experiences and recognise what I am good at.</p>		<p>(e.g. by playing & working with friends & classmates). Show that they can manage their feelings in a positive way I share my opinions on things that matter to them and explain their views.</p>		<p>things that matter to them and explain their views.</p>	<p>spending or saving money</p>
<p>Mindmate Lessons</p>	<p>Feeling good and Being Me</p> <p>Can name something they are good at and how it feels</p> <p>Can name a feeling and how it makes their body feel</p>	<p>Friends and Family (including school and home behaviours)</p> <p>Can talk about things that make them happy and laugh</p> <p>Can tell the difference between laughing at and with someone</p>	<p>Being the same and being different</p> <p>Can identify a way their friend is different to them and say its ok</p>	<p>Life Changes and Transition</p> <p>Can talk about something that has changed and say what they like and don't like about it</p> <p>Can understand that different people have different feelings about changes</p>	<p>Strong emotions</p> <p>Can recognise a small range of strong emotions and say that person looks...</p>	<p>Solving problems /Making it better</p> <p>Can name three goals/targets and say who can help with them</p>

Year 2	Autumn		Spring	Summer	
Themes	Physical health and wellbeing What keeps me healthy?	Mental health and wellbeing Friendship	Sex and relationship education Boys and girls and families	Keeping safe and managing risk Indoors and outdoors	Drug, alcohol and tobacco education Medicines and me
	Pupils learn: · about eating well · about the importance of physical activity, sleep and rest · about people who help us to stay healthy and well and about basic health and hygiene routines	Pupils learn: · about the importance of special people in their lives · about making friends and who can help with friendships · about solving problems that might arise with friendships	Pupils learn: · to understand and respect the differences and similarities between people · about the biological differences between male and female animals and their role in the life cycle · the biological differences between male and female children · about growing from young to old and that they are growing and changing · that everybody needs to be cared for and ways in which they care for others · about different types of family and how their home-life is special	Pupils learn: · about keeping safe in the home, including fire safety · about keeping safe outside · about road safety	Pupils learn: · why medicines are taken · where medicines come from · about keeping themselves safe around medicines Asthma lesson for Year 2, 3 or 4 · that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use
National curriculum ref	Pupils learn: What constitutes, and how to maintain a healthy lifestyle, including benefits of activity,	Pupils learn: To identify special people, what makes them special and how special	Pupils learn: About the process of growing from young to old and how people's needs change To name the main parts of the body (including	Pupils learn: About rules for and ways of keeping physically and emotionally safe in the environment	Pupils learn: That household products, including medicines, can be harmful if not used properly

	rest, healthy eating and dental care About the importance of, and how to, maintain personal hygiene	people should care for one another To listen to other people and play and work cooperatively	external genitalia) and the bodily similarities and differences between boys and girls About people who look after them, their family network, who to go to if they are worried and how to attract attention		To recognise that they share a responsibility for keeping themselves and others safe, when to say yes and no and I'll tell, including knowing that they do not need to keep secrets	
Mindmate Lessons	Feeling Good and Being Me Can name something they are good at and why Can tell others about a comfortable and an uncomfortable feeling they have	Friends and Family (including school and home behaviours) Can offer to share things and include others in activities	Being the same and being different Can tell how feelings of loss e.g. a pet, can make their bodies feel Can listen to others talking about loss	Life Changes and Transition Can complete the sentence I feel unhappy when ... and can ask others what makes them unhappy and listen to the response	Strong emotions Can create a sentence, series of sentences, they could use to help someone who is being teased or bullied	Solving problems /Making it better Can explain a time they had to try really hard and how it made them feel when they did
Year 3	Autumn		Spring		Summer	
Themes	Mental Health and Emotional Wellbeing Strengths and Challenges	Keeping safe and managing risk	Identify, society and equality Celebrating difference	Physical health What helps me choose?	Drug, alcohol and tobacco education	Careers, financial capability and economic wellbeing Saving, spending and budgeting

	<p>Pupils learn: about celebrating achievements and setting personal goals · about dealing with put-downs · about positive ways to deal with set-backs</p>	<p>Pupils learn: · to recognise bullying and how it can make people feel · about different types of bullying and how to respond to incidents of bullying · about what to do if they witness bullying</p>	<p>Pupils learn: About valuing the similarities and differences between themselves and others · Pupils learn about what is meant by community · Pupils learn about belonging to groups</p>	<p>Pupils learn: About making healthy choices about food and drinks · about how branding can affect what foods people choose to buy · about keeping active and some of the challenges of this</p>	<p>Pupils learn: The definition of a drug and that drugs (including medicines) can be harmful to people · about the effects and risks of smoking tobacco and secondhand smoke · about the help available for people to remain smoke free or stop smoking Asthma lesson for Year 2, 3 or 4 · that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	<p>Pupils learn: About what influences people's choices about spending and saving money · how people can keep track of their money · about the world of work</p>
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<p>National curriculum ref</p>	<p>Children learn: To express their views confidently, listen to and show respect for the views of others</p> <p>To reflect on and celebrate achievements</p>	<p>Pupils learn: Describe the nature & consequences of bullying, & express ways of Identify some factors that affect emotional health & wellbeing (e.g. exercise or dealing with emotions)responding to it</p>	<p>Pupils learn: To work collaboratively towards a shared goal</p> <p>Recognise the role of voluntary, community and pressure groups</p>	<p>Children learn: What positively and negatively affect their physical, mental and emotional health</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choice and the benefits of eating a healthy diet.</p>	<p>Children learn: Which, why and how, commonly used substance and drugs can damage their immediate and future health and safety</p>	<p>Children learn... To talk about a range of jobs and explain how they will develop skills to work in the future</p> <p>About the role money plays in their own lives and others' lives including how to manage their money and about being a critical consumer</p>
<p>Mindmate Lessons</p>	<p>Feeling good and being me</p> <p>Can talk about something they find difficult Can reframe this into a positive statement Can offer to help someone reframe</p>	<p>Friends and Family (including school and home behaviours)</p> <p>Can talk about a time when they have been unkind and apologise if they have been unkind Can talk about a time when they have seen someone be unkind and how it made them feel</p>	<p>Life Changes and Transition</p> <p>Can work with others to overcome a new challenge and can then talk about the sequence of individual events involved in this</p>	<p>Strong emotions</p> <p>Can chose a calming down strategy that will work for them and explain the steps involved</p>	<p>Being the same and being different</p> <p>Can use problem solving phrases such as 'what will happen next?' Can listen to someone else's point of view when planning strategies</p>	<p>Solving problems /Making it better</p> <p>Can say how they feel in difficult situations. Can listen to others doing the same.</p>

Year 4	Autumn		Spring		Summer
Themes Identify, society and equality Democracy	Physical health What is important to me?	Keeping safe and managing risk Playing safe	Drug, alcohol and tobacco education Making choices	Sex and relationship education Growing up and changing	
	Pupils learn: · about Britain as a democratic society · about how laws are made · learn about the local council	Pupils learn: · why people may eat or avoid certain foods (religious, moral, cultural or health reasons) · about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) · about the importance of getting enough sleep	Pupils learn: · how to be safe in their computer gaming habits · about keeping safe near roads, rail, water, building sites and around fireworks · about what to do in an emergency and basic emergency first aid procedures	Pupils learn: · that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them · about the effects and risks of drinking alcohol · about different patterns of behaviour that are related to drug use Asthma lesson for Year 2, 3 or 4 · that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	Pupils learn: · about the way we grow and change throughout the human lifecycle · about the physical changes associated with puberty · about menstruation and wet dreams · about the impact of puberty in physical hygiene and strategies for managing this · how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty · strategies to deal with feelings in the context of relationships · to answer each other’s questions about puberty with confidence, to seek support and advice when they need it

National Curriculum ref	Children learn: Why and how rules and laws that protect them and others are made and enforced	Children learn: To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choice and the benefits of eating a healthy diet. To appreciate the range of national, regional, religious and ethnic identities in UK	Children learn: To identify how to manage risks in different situations Strategies for keeping physically and emotionally safe including road safety and safety in the environment, keeping safe online	Children learn: Which, why and how, commonly used substance and drugs can damage their immediate and future health and safety	Children learn: How their bodies will and their emotion may change during puberty To identify different relationships 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)	
Mindmate lessons	Feeling good and being me Can talk about an event that made them have strong feelings Can listen to someone else talking about a similar event	Friends and Family (including school and home behaviours) Can name a wide range of attributes that can contribute to a healthy relationship Can identify some of these qualities	Life Changes and Transition Can use 'I' messages especially (e.g. I feel X when X happens I would like to feel X) if experiencing difficult emotions Can listen to others 'I' messages	Strong emotions Can complete the sentence 'I feel stressed/anxious when ...and my body feels...' and the sentence 'When I feel stressed or anxious I can ask for help by ...'	Being the same and being different Can use a range of vocabulary to apologise when they have done something wrong/unkind. Can use feedback to improve their self-awareness in this regard	Solving problems /Making it better Can develop a coping strategy that will work for them and explain the steps involved

		that they have Can understand we don't all like the same things and show that its ok				
Year 5	Autumn		Spring		Summer	
Themes	Identify, society and equality Stereotyping, discrimination and prejudice	Physical health In the media	Keeping safe and managing risk When things go wrong	Mental health and emotional wellbeing Dealing with feelings	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earing money
	Pupils learn: · about stereotyping, including gender stereotyping · workshop from Diversity Role Models or Equaliteach · about prejudice and discrimination and how this can	Pupils learn: · that messages given on food adverts can be misleading · about role models · about how the media can manipulate images and that these images may not reflect reality	Pupils learn: · about keeping safe online · that violence within relationships is not acceptable · about problems that can occur when someone goes missing from home	Pupils learn: · about a wide range of emotions and feelings and how these are experienced in the body · about times of change and how this can make people feel · about the feelings associated with loss, grief and bereavement	Pupils learn: · about the way we grow and change throughout the human lifecycle · about the physical changes associated with puberty · about menstruation and wet dreams · about the impact of puberty in physical hygiene and strategies for managing this · how puberty affects emotions and behaviour and strategies for dealing with the changes	Pupils learn: · that money can be borrowed but there are risks associated with this · about enterprise · what influences people's decisions about careers

	make people feel				associated with puberty · strategies to deal with feelings in the context of relationships · to answer each other's questions about puberty with confidence, to seek support and advice when they need it	
National Curriculum ref	<p>Children learn... That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</p> <p>To demonstrate that they recognise their own worth and that of others</p> <p>Listen to and show respect for the views of others.</p>	<p>Children learn:</p> <p>To explore and critique how the media present information</p> <p>What positively and negatively affect their physical, emotional and mental health</p>	<p>Children learn:</p> <p>To deepen their understanding of god and not so good feelings</p> <p>To recognise what constitutes a healthy relationship and develop skills to maintains positive relationships</p> <p>To judge what physical contact is acceptable or unacceptable and how to respond</p>	<p>Children learn:</p> <p>To make judgements and decisions</p> <p>Identify some factors that affect emotional health and well-being</p> <p>About change, including transition, loss, separation, divorce and bereavement</p>	<p>Children learn:</p> <p>How their bodies will and their emotion may change during puberty</p> <p>To identify different relationships</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)</p>	<p>Children learn:</p> <p>About the role money plays in their own lives and others' lives including how to manage their money and about being a critical consumer</p> <p>What is means by enterprise and begin to develop enterprise skills</p>

	Recognise and challenge stereotypes					
Mindmate lessons	Feeling good and being me Can talk about a time when their comfortable/uncomfortable feelings have influenced their thinking and behaviour and impact on those around them. Can listen to a friend doing the same	Friends and Family (including school and home behaviours) Can talk about a problem they have had in the past with a friend and talk about what they learnt about themselves from it	Life Changes and Transition Can ask how others are feeling and respond with empathic statements such as 'You sound'	Strong emotions Can give an example of a strong uncomfortable emotion, how it affected their behaviour and a strategy that could help them feel more positive/in control of their behaviour	Being the same and being different Can use statements and questions to challenge stereotypes	Solving problems /Making it better Can listen to others talking about a problem. Can help others develop coping strategies that will work for them
Year 6	Autmn		Spring		Summer	
Themes	Identify, society and equality Human rights	Identify, society and equality Human rights	Sex and relationships education Healthy relationships/How a baby is made	Mental Health and emotional wellbeing Healthy minds	Drug, alcohol and tobacco education Weighing up risk	Keeping safe and managing risk Keeping safe – out and about
	Pupils learn: · about people who have moved to		Pupils learn: · about the changes that	Pupils learn: · what mental health is · about what can affect	Pupils learn: · about the risks associated with using	Pupils learn: · about feelings of being out and about in

	<p>Islington from other places, (including the experience of refugees) · about human rights and the UN Convention on the Rights of the Child · about homelessness</p>	<p>occur during puberty</p> <ul style="list-style-type: none"> · to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact · what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships · about human reproduction in the context of the human lifecycle · how a baby is made and grows (conception and pregnancy) · about roles and responsibilities of carers and parents · to answer each other's questions about sex and relationships with confidence, where to find support and advice when 	<p>mental health and some ways of dealing with this · about some everyday ways to look after mental health · about the stigma and discrimination that can surround mental health</p>	<p>different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs · about assessing the level of risk in different situations involving drug use · about ways to manage risk in situations involving drug use</p>	<p>the local area with increasing independence · about recognising and responding to peer pressure · about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>
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			they need it			
National curric ref	<p>Children learn:</p> <p>To understand that there are basic human rights shared by all people ad all societies that children have their own special rights set out in the united nations declaration of the right of a child</p> <p>That these rights are their to protect everyone</p>		<p>Children learn:</p> <p>That difference and similarities arise for many different reasons, family, culture, ethnic, race, religion, age, gender, sexual orientation, disability...</p> <p>To recognise and challenge stereotypes</p> <p>About reproduction, taking care of a baby, how thir body will and their emotions might change during puberty</p>	<p>Children learn:</p> <p>What positively and negatively affect physical and mental health</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To research, discuss and debate topical issues, problems and events that are of concern</p>	<p>Children learn:</p> <p>Which, why and how, commonly used substance and drugs can damage their immediate and future health and safety</p> <p>To differentiate between the terms risk, danger and hazard</p>	<p>Children learn:</p> <p>To recognise, predict and assess risk in different situations and decide how to manage them responsibly</p> <p>To recognise how independence beings increased responsibility to keep themselves and others safe.</p>
Mindmate lessons	<p>Feeling good and being me</p> <p>Can use a way of resisting peer pressure in line with topics identified in lesson</p> <p>Can name factors that can help them cope with difficult feelings and</p>	<p>Friends and Family (including school and home behaviours)</p> <p>Can identify a range of the qualities that they admire in themselves, friends and famous people.</p> <p>Can explain why</p>	<p>Life Changes and Transition</p> <p>Can identify something that motivates them to keep going when things are difficult. Can help another pupil to do this</p>	<p>Strong emotions</p> <p>Can talk about their happiest memories of school and their most comfortable feelings about their new school and can listen to others doing the same.</p>	<p>Being the same and being different</p> <p>Can use appropriate vocabulary, such as ‘in my opinion...’to talk about lesson topics in a discussion and ask others for their opinions</p>	<p>Solving problems /Making it better</p> <p>Can say something positive about themselves and others and can offer and receive praise for these things</p>

	situations	they like them using a wide range of feelings words Can tell others why they like them and offer praise				
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