

# PSHE, including Sex and Relationship Education – Long Term Plan



Age Group	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
<b>Events</b>	NSPCC Talk Pants (EYFS and KS1) Black History Month (KS2)	Anti-Bullying Week (Whole School)	LGBT History Month (KS2)	NSPCC Speak Out Stay Safe (KS2)		Pride Month – Rainbow Laces - June - (KS2)
<b>Nursery</b>	Help others to feel welcome Try to make our Nursery a better place Right to learn Care about other's feelings Work well with others Follow our charter	Accept the everyone is different Include others when playing Know how to help if someone is being bullied Try to solve problems Use kind words Give and receive compliments	Staying motivated when doing something challenging Keep trying even when it is difficult Work well with a partner Positive attitude Help others achieve Work hard on own dreams and goals	Health choices Healthy, balanced diets Physically active Keep myself and others safe How to be a good friend Keep calm in difficult situations	How to make friends Solve friendship problems Help others feel part of the group Show respect Know how to help myself and other who are hurt or upset Make good relationships	Everyone is unique and special Express how I feel Respect changes in others Know who to ask for help Look forward to change  Transition to new class
<b>Reception</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities  No Outsiders: To say what I think	Identifying talents Being special Families Where we live Making friends Standing up for yourself  No Outsiders: To understand that it's OK to like different things	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals  No Outsiders: To make friends with someone different	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety  No Outsiders: To understand that all families are different	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend  No Outsiders: To celebrate my family	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations  Transition to new class
<b>Year 1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter  No Outsiders: To like the way I am	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone  No Outsiders: To play with boys and girls	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness  No Outsiders: To understand that our bodies work in	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships  No Outsiders: To understand	Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change  Transition to new class



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			No Outsiders: To recognise that people are different ages	different ways	that we share the world with lots of people	
<b>Year 2</b>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>No Outsiders: To understand what diversity is</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>No Outsiders: To understand that we share the world</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>No Outsiders: To understand what makes someone feel proud</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>No Outsiders: To feel proud being different</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>No Outsiders: To be able to work with everyone in my class</p>	<p>Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition</p> <p>Transition to new class</p>
<b>Year 3</b>	<p>Setting personal goals Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>No Outsiders: To understand how difference can affect someone</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>No Outsiders: To understand what 'discrimination' means</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>No Outsiders: To find a solution to a problem</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p>No Outsiders: To use strategies to help someone who feels different</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>No Outsiders: To be welcoming</p>	<p>How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition</p> <p>Transition to new class</p>
<b>Year 4</b>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Confidence in change Accepting change Preparing for transition Environmental change</p> <p>Transition to new class</p>



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	<p>What motivates behavior</p> <p>No Outsiders: To know when to be assertive</p>	<p>Identifying how special and unique everyone is</p> <p>First impressions</p> <p>No Outsiders: To understand why people choose to get married</p>	<p>Positive attitudes</p> <p>No Outsiders: To overcome language as a barrier</p>	<p>No Outsiders: To ask questions</p>	<p>No Outsiders: To be who you want to be</p>	
<b>Year 5</b>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p> <p>No Outsiders: To learn from our past</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p> <p>No Outsiders: To justify my actions</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p> <p>No Outsiders: To recognise when someone needs help</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behavior</p> <p>No Outsiders: To appreciate artistic freedom</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p> <p>No Outsiders: To accept people who are different from me</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p> <p>Transition to new class</p>
<b>Year 6</b>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p> <p>No Outsiders: To promote diversity</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <p>No Outsiders: To stand up to discrimination</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>No Outsiders: To challenge the causes of racism</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p> <p>No Outsiders: To consider how my life may change as I grow up</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>No Outsiders: To recognise freedom</p>	<p>Self-image</p> <p>Body image</p> <p>Reflections about change</p> <p>Boyfriends/girlfriends</p> <p>Transition to new schools</p>

