

PSHE/SMSC Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and my Relationships Marvellous me! I'm special People who are special to me	Valuing Difference Me and my friends Friends and family Including everyone	Keeping Safe People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Rights and Respect Looking after myself Looking after others Looking after my environment	<i>Awaiting pilot details</i>	
Reception	Me and my Relationships All about me What makes me special Me and my special people Who can help me? My feelings	Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Oliver's Vegetables 1.I can give some examples of healthy foods that are good for my body. 2.I can tell you how I include healthy foods in my diet. 3.I can tell you where vegetables and fruits come from and how to help them grow. 4.I can tell you why I need to drink water at regular intervals in the day. 5.I can tell you why exercise is important and some types of exercise I enjoy.	The New Small Person 1.I can tell you how a new baby can affect a family. 2.I can tell you how babies need to be cared for. 3.I can tell you how to take turns and share equipment. 4.I can tell you how I would make others feel welcome. 5.I can tell you who I would talk to if I feel unsafe or worried.
Year 1	Me and my Relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Keeping Safe Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Morris the Mankiest Monster 1.I can tell you how some diseases are spread and can be controlled. 2.I can tell you the importance of personal hygiene. 3.I can tell you the importance	My Big Fantastic Family 1.I can tell you about different types of families. 2.I can tell you why all families deserve respect. 3.I can tell you about the people important to me in my family. 4.I can tell you how families can change and some of the

					<p>of brushing my teeth in the morning and evening.</p> <p>4.I can describe the right choices to make to live a healthy lifestyle</p> <p>5.I can tell you the consequences of not making the right choices to live a healthy lifestyle</p>	<p>emotions related to this.</p> <p>5.I can tell you how families help each other in times of difficulty.</p>
Year 2	<p>Me and my Relationships</p> <p>Our ideal classroom</p> <p>How are you feeling today?</p> <p>Let's all be happy!</p> <p>Being a good friend</p> <p>Types of bullying</p> <p>Don't do that!</p> <p>Bullying or teasing?</p>	<p>Valuing Difference</p> <p>What makes us who we are?</p> <p>My special people</p> <p>How do we make others feel?</p> <p>When someone is feeling left out</p> <p>An act of kindness</p> <p>Solve the problem</p>	<p>Keeping Safe</p> <p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p>	<p>Rights and Respect</p> <p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>Playing games</p> <p>Harold saves for something special</p> <p>Harold goes camping</p> <p>How can we look after our environment?</p>	<p>Ravi's Roar</p> <p>1.I can explain that it is ok to feel all emotions.</p> <p>2.I can explain why it is important to reflect on how I manage my emotions.</p> <p>3.I can tell you what strategies help me to calm down.</p> <p>4.I can tell you what is fair/unfair, right/ wrong and kind/unkind.</p> <p>5.I can tell you why it is good that people are different.</p>	<p>Aliens Love Underpants</p> <p>1.I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls.</p> <p>2.I can tell you why pants are private.</p> <p>3.I can tell you what type of physical contact is acceptable/comfortable/unacceptable/uncomfortable and how to respond if I am uncomfortable.</p> <p>4.I can tell you what I can do if I feel unsafe in variety of situations.</p> <p>5.I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>
Year 3	<p>Me and my Relationships</p> <p>As a rule</p> <p>Looking after our special people</p> <p>How can we solve this problem?</p> <p>Tangram team challenge</p> <p>Friends are special</p> <p>Thunks</p> <p>Dan's dare</p> <p>My special pet</p>	<p>Valuing Difference</p> <p>Respect and challenge</p> <p>Family and friends</p> <p>My community</p> <p>Our friends and neighbours</p> <p>Let's celebrate our differences</p> <p>Zeb</p>	<p>Keeping Safe</p> <p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk robot</p> <p>Super Searcher</p> <p>Help or harm?</p> <p>Alcohol and cigarettes: the facts</p> <p>Raisin challenge</p>	<p>Rights and Respect</p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Our helpful volunteers</p> <p>Can Harold afford it?</p> <p>Earning money</p> <p>Harold's environment project</p> <p>Let's have a tidy up!</p>	<p>Faruq and the Wiri Wiri</p> <p>1.I can explain how food contributes to a balanced lifestyle.</p> <p>2.I can tell you some principles of planning and preparing a range of healthy meals.</p> <p>3.I can make choices about the food I eat and I can tell you what affects the choices I make.</p>	<p>Ruby's Worry</p> <p>1.I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice.</p> <p>2.I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends</p>

					<p>4.I can tell you how drinks contribute to a balanced lifestyle.</p> <p>5.I can tell you what influences my goals and dreams for the future.</p>	<p>who is making me feel unsafe or unhappy.</p> <p>3.I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems.</p> <p>4.I can describe some simple self-care techniques I can use when I am feeling worried.</p> <p>5.I can explain how children sometimes feel lonely and what children can do if they feel that way.</p>
Year 4	Me and my Relationships Human machines Ok or not ok? An email from Harold! Different feelings When feelings change Under pressure	Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Keeping Safe Danger, risk or hazard? How dare you! Keeping ourselves safe Picture wise Medicines: check the label Know the norms Traffic lights	Rights and Respect Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses Why pay taxes? Logo quiz	The Tunnel 1.I can tell you what a dare is and how dares make people feel. 2.I can use a 5 point scale to tell you how risky something is. 3.I can tell you what peer pressure is and how to resist anything that is dangerous, un-healthy, and uncomfortable or feels wrong. 4.I can tell you how taking risks can be a positive things and how this can build up my resilience. 5.I can tell you what I should do in an emergency situation.	The Grand Hotel of Feelings 1.I can tell you a range of Feelings words and can explain when I have felt these feelings. 2.I can tell you why it is important to listen to our emotions. 3.I can describe examples of how people experience more than one feeling at a time 4.I can explain how my feelings might change as I grow up. 5. I can tell you what I could do if my feelings are too big to handle by myself.
Year 5	Me and my Relationships Collaboration Challenge! Give and take Communication How good a friend are you?	Valuing Difference Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone	Keeping Safe Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it?	Rights and Respect What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver!	Ada's Violin 1.I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. 2.I can tell you some ways I help to protect my world.	The Colour Thief 1. I can tell you what mental illness means and how this can vary in severity, and I can tell you some ways people can look after their mental health.

	Relationship cake recipe Our emotional needs Being assertive		'Thunking' about habits Drugs: true or false? Smoking: what is normal?	Local councils	3.I can tell you what makes a good team. 4.I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation. 5.I can tell you what self-esteem means and some things that boost my self-esteem.	2. I can tell you how someone experiencing mental illness can get support and I can explain why it is better to get support early. 3. I can tell you some of the ways people with mental health problems are supported. 4. I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can describe the available support. 5. I can tell you why it is important to show respect to all people including people experiencing mental illness.
Year 6	Me and my Relationships Working together Let's negotiate Solve the friendship problem Dan's day Behave yourself Assertiveness skills Don't force me Acting appropriately	Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Keeping Safe Think before you click! It's a puzzle To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story	Rights and Respect Two sides to every story Facebook friends What's it worth? Jobs and taxes Happy shoppers - caring for the environment Action stations! Project Pitch Democracy in Britain 1 Elections How (most) laws are made Community art	Aaron Slater Illustrator 1.I can set myself challenging goals. 2.I can identify what will help me achieve my goal and what will hold me back. 3.I can tell you some strategies that can help me overcome the things that might hold me back. 4.I can break goals down into smaller manageable steps. 5.I can tell you about a range of careers.	Finding My Voice 1.I can tell you how I feel about the transition to secondary school. 2.I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3.I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4.I can tell you my goals for my time at secondary school. 5.I can tell you my goals for beyond secondary school, including my career and other plans.