

Sunnybrow Primary School: PSHE Long-Term Plan

Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Me and my feelings	Me and my actions	Me and my relationships	Me and my well-being	Me and my safety	Me and living in the wider world
R	ESTABLISHING CLASS PROMISES	<p>What do we like and dislike? -To use a vocabulary to describe feelings</p>	<p>How can we make our classroom a happy place to work and play? -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To recognise how their behaviour affects other people To understand that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Who are my special people? - To identify their special people, what makes them special and how special people should care for one another -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children's families also characterised by love and care</p>	<p>How do we keep ourselves healthy? - To understand the importance of and how to maintain personal hygiene (including teeth and oral hygiene) -To know the correct terms for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls</p>	<p>How can I begin to keep myself safe as I get bigger? -To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring</p>	<p>How can I help to look after other living things in my local environment? -To show care and concern for living things and the environment</p>
1&2		<p>What are feeling like? -To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>What is bullying? - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>How am I unique? -To identify the special people we can trust, who supports us and who we can ask for help -To identify and respect the difference and similarities between people, recognising that we are all unique -To understand the importance of self-respect and how this links to their own happiness -To develop skills related to tolerance and respect</p>	<p>How can we stay healthy? -To understand the importance of personal hygiene</p>	<p>How do I keep myself safe at how and in my local area? To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers</p>	<p>What is democracy and how does it impact on my life now? -To develop an understanding of democracy and the right to have a fair vote</p>
3&4		<p>What are feelings like? -To learn about good and not so good feelings, a vocabulary to describe their feelings to others</p>	<p>How can I resolve arguments with my friends and family? -To listen and respond respectfully to a wide range of</p>	<p>What is diversity? To recognise that differences and similarities between people arise from a number of factors,</p>	<p>How can I be emotionally and mentally healthy? To understand what positively and negatively affects their</p>	<p>What should I do if I feel unsafe? -To learn about strategies for keeping physically and emotionally safe, including how</p>	<p>How do rules keep us safe? -To develop a sense of community, the different communities we belong to and</p>

	<p>and simple strategies for managing feelings</p> <ul style="list-style-type: none"> -To understand the importance of self-respect and how this links to their own happiness 	<p>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</p> <ul style="list-style-type: none"> -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 -To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right 	<p>including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</p> <ul style="list-style-type: none"> -To use language related to racism, stereotypes, equalities, homophobia and diversity 	<p>physical, mental and emotional health (including the media)</p> <ul style="list-style-type: none"> -To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	<p>to respond safely and appropriately to adults they may encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and safety online</p> <ul style="list-style-type: none"> -To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong -To understand the concept of 'privacy' and '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 	<p>the different communities that make up our country</p> <ul style="list-style-type: none"> -To understand 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 -To develop the School Council in school to promote an understanding of different kinds of responsibilities, rights and duties at home, in the community and towards the environment
5&6	<p>How can I identify how others are feeling?</p> <ul style="list-style-type: none"> -To recognise and respond appropriately to a wider range of feelings in others and understand that their actions affect themselves and others 	<p>How can I step into someone else's shoes to help resolve disputes?</p> <p>To resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices</p> <ul style="list-style-type: none"> -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, including how to seek advice and help from others, if needed 	<p>How can I develop respectful relationships?</p> <ul style="list-style-type: none"> -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships -To work collaboratively towards shared goals 	<p>What are the positive and negative effects on my physical, emotional and mental health?</p> <ul style="list-style-type: none"> -To keep healthy, recognising what positively and negatively affects their physical, mental and emotional health (including food, media, drugs and alcohol) -To understand what is meant by a 'habit' and why habits can be hard to change, which, why and how commonly available substances and drugs could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to other 	<p>What does 'permission' mean?</p> <ul style="list-style-type: none"> -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so 	<p>What does community mean?</p> <ul style="list-style-type: none"> -To understand what being part of a community really means and understand the varied institutions that support communities locally and nationally such as voluntary, community and pressure groups, especially in relation to health and wellbeing -To think about the lives of people living in other places, and people with different values and customs -To appreciate the range of national, regional and ethnic identities in the UK

Cycle B

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic		Me and my feelings	Me and my actions	Me and my relationships	Me and my well-being	Me and my safety	Me and living in the wider world
R	ESTABLISHING CLASS PROMISES	What do we like and dislike? -To use a vocabulary to describe feelings -	How can we make our classroom a happy place to work and play? -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To recognise how their behaviour affects other people To understand that other children don't always enjoy the same things, and are sensitive to this.	Who are my special people? - To identify their special people, what makes them special and how special people should care for one another -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children's families also characterised by love and care	How do we keep ourselves healthy? - To understand the importance of and how to maintain personal hygiene (including teeth and oral hygiene) -To know the correct terms for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls	How can I begin to keep myself safe as I get bigger? -To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring	How can I help to look after other living things in my local environment? -To show care and concern for living things and the environment
1&2		What are feelings like? -To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	What is bullying? - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable -To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	Why are my family and friendships important to me? -To identify the special people we can trust, who supports us and who we can ask for help -To understand that families are important for children growing up because they can give love, security and stability. -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties -To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children's security as they grow up	How can we stay healthy? -To understand the importance of personal hygiene	What do I do if I feel uncomfortable? -To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond (including who to tell and how to tell them) -To recognise the difference between secrets and surprises and knowing which secrets we should tell. -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)	How can I help look after my local environment and the living things in it? -To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) -To understand what improves and harms their local, natural and built environments and about some of the ways people look after them

3&4	<p>How do I feel when things change? To talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>How can I resolve arguments with my friends and family? -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 -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 -To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>	<p>What is a relationship? -To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage, understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong -To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)</p>	<p>How can I be emotionally and mentally healthy? To understand what positively and negatively affects their physical, mental and emotional health (including the media) -To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>What pressures might affect my behaviour and actions? To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>When do I need money? -To understand the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer</p>
5&6	<p>How can I identify how others are feeling? -To recognise and respond appropriately to a wider range of feelings in others and understand that their actions affect themselves and others</p>	<p>What is discrimination? -To understand that in school and in wider society they can expect to be treated with respect by others and that in turn they should 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 -To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based</p>	<p>How can I develop respectful relationships? -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships -To work collaboratively towards shared goals</p>	<p>How will my body change? - To recognise how their body will change physically and emotionally as they approach and move through puberty -To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>How can I manage risk and dares? -To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience - To recognise and manage 'dares' -To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>How can I manage my money? -To understand the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer</p>

			language, and towards all minority groups (including LGBT and those suffering from poor mental health), and to respond to them and ask for help -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive				
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