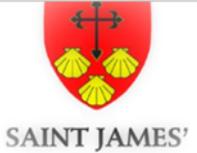


PSHE Long Term Plan

 <p>SAINT JAMES'</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	'Being in my World'	'Celebrating differences'	'Dreams and Goals'	'Healthy me'	'Relationships'	'Changing me'
Whole School Initiatives	Walk to School Week/ Road Safety Week	Firework safety Anti-Bullying Week Children in Need/ Bring and Buy	Safer Internet Day Children's Mental Health Week Aspire Day (Friday 18 th Feb)	Fair Trade	Sun Awareness Day Water Safety Mental Health Week	Rail Safety Money Week Transitions NSPCC Visit and workshop: (Underwear rule)
Nursery	Routines and Boundaries All About Me	Friendships	Routines and Boundaries All About Me Giving Thanks and Other Cultures	Healthy Me	Routines and Boundaries All About Me My Family	As I Grow
Pre-School	Routines and Boundaries All About Me	Friendships	Routines and Boundaries All About Me Giving Thanks and Other Cultures	Healthy Me	Routines and Boundaries All About Me My Family	As I Grow
Reception	Being Me in My World Self- identity Understanding Feelings Being in the classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals.	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Transition
Year 1	Feeling special and safe Being part of a class Rights and responsibilities	Similarities and differences Understanding bullying and how to deal with it Making new friends	Setting goals Identifying successes and achievements Learning styles	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	Belonging to a family Making friends/being a good friend Physical contact preferences	Life cycles- animal and human Changes in me Changes since being a baby

	Rewards and feeling proud Consequences Owning the learning charter	Celebrating the difference in everyone	Working well and celebrating with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Medicine safety/safety with household items Road safety Linking health and happiness	People who help us Qualities as a friend and person Self-acknowledgement Celebrating special relationships Being a good friend to myself	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change and transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environments Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness and preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity and challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it is important in online and offline scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Preparing for transition Challenging my ideas

Year 4	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights and responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
Year 5	<p>Planning for 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 and participating</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>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>Smoking including vaping</p> <p>Alcohol</p> <p>Alcohol and antisocial behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</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>SMART internet safety rules</p>	<p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Year 6	<p>Identifying goals for the year</p> <p>Global citizen ship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences, and rewards</p> <p>Group dynamics</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 and as celebration</p> <p>Empathy</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>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>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>Self-image</p> <p>Body-image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflection about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexing</p> <p>Transition</p>

	Democracy, having a voice Antisocial behaviour Role modelling				Taking responsibility with the use of technology	
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How our class books link to PSHE	
Year 1	<p><u>Traditional Tales</u> Fairy Tales teaches the Basic of a Story Fairy Tales teach about story development, conflict resolution, the development of characters, heroes and villains and simply broadening their imagination. Furthermore, it helps them differentiate fiction to non-fiction stories.</p> 
Year 2	<p><u>The Owl Who Was Afraid of the Dark – Jill Tomlinson & Paul Howard</u> What things are you frightened of? Can you think of some things that might help you to overcome your fears?</p>
Year 3	<p><u>Krindlekrax – Phillip Ridley</u></p> <p><u>You're a bad man Mr Gum! – Andy Stanton</u></p>  
Year 4	<p><u>The Lion the Witch and the Wardrobe</u> – Year 4 set in 1940 London</p>

	<p>How do we know what is right and wrong? Who tells us what is right and wrong? Book link: Edmund and White Witch Turkish Delight. LWW, Chapter 4 Turkish Delight</p> <p>Exploring emotions Referring to the description in the story about how Edmund treated Lucy with disbelief when she returned from the wardrobe (see Chapter 3: Edmund and the Wardrobe), discuss how we treat others. How do we feel when something is true and someone says it's not?</p>	
<p>Year 5</p>	<p><u>The Hobbit - JRR Tolkien</u></p>	