

Manor Primary – PSHE Long Term Plan Cycle 1

PSHE/ CIT/ SEAL	AUTUMN		SPRING		SUMMER	
	DARING TO BE DIFFERENT	BE FRIENDLY, BE WISE	LIVING LONG, LIVING STRONG	WHO LIKES CHOCOLATE?	DEAR DIARY	JOINING IN AND JOINING UP
Swans	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. RSE: differences: boys and girls 2. RSE: differences: male and female 3. RSE: naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour 	<ol style="list-style-type: none"> 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal
Owls	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for Myself 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety 	<ol style="list-style-type: none"> 1. RSE: growing and changing 2. RSE: body changes and reproduction 3. RSE: what is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change 	<ol style="list-style-type: none"> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity
Penguins	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. + 	<ol style="list-style-type: none"> 1. RSE: puberty and reproduction 2. RSE: relationships and reproduction 3. RSE: conception and pregnancy 4. RSE: being a parent 5. Common responses to change 6. Transition and moving on 	<ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty

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KS1 – PSHE Non-Stat Curriculum Guidelines	1. a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	2. h. to contribute to the life of the class and school	1. e. how to set simple goals.	1. b. to share their opinions on things that matter to them and explain their views	2. f. that they belong to various groups and communities, such as family and school	2. b. to take part in a simple debate about topical issues
	1. c. to recognise, name and deal with their feelings in a positive way	3. f. that all household products, including medicines, can be harmful if not used properly	3. a. how to make simple choices that improve their health and wellbeing	2. i. to realise that money comes from different sources and can be used for different purposes.	4. a. to recognise how their behaviour affects other people	2. c. to recognise choices they can make, and recognise the difference between right and wrong
	1. d. to think about themselves, learn from their experiences and recognise what they are good at	3. g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	3. b. to maintain personal hygiene	5. c. take part in discussions	4. b. to listen to other people, and play and work cooperatively	2. e. to realise that people and other living things have needs, and that they have responsibilities to meet them
	2. a. to take part in discussions with one other person and the whole class	4. e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	3. c. how some diseases spread and can be controlled	5. d. make real choices	4. c. to identify and respect the differences and similarities between people	2. g. what improves and harms their local, natural and built environments and about some of the ways people look after them
	2. d. to agree and follow rules for their group and classroom, and understand how rules help them		3. d. about the process of growing from young to old and how people's needs change	5. g. consider social and moral dilemmas that they come across in everyday life	4. d. that family and friends should care for each other	5. a. take and share responsibility
	5. b. feel positive about themselves		3. e. the names of the main parts of the body		f. develop relationships through work and play	5. e. meet and talk with people
	5. h. ask for help					

Swans – PSHE Objectives	<u>Daring To Be Different</u> AUTUMN	<u>Be Friendly, Be Wise.</u> AUTUMN	<u>Living Strong, Living Long</u> SPRING	<u>Who Likes Chocolate?</u> SPRING	<u>Dear Diary</u> SUMMER	<u>Noting in and Joining Up</u> SUMMER
	<ul style="list-style-type: none"> I know that we all like and dislike different things I can recognise and respect each other's differences I can help another person feel proud I can tell you something that makes me special I can tell when I am feeling worried or anxious I know some things cause me to feel stressed I can be still and quiet and relax my body I can tell when it is right for me to stand up for myself I know how to stand up for myself 	<ul style="list-style-type: none"> I can say what a good friend means to me. I can give and receive a compliment. I know how to make up with a friend when we have fallen out. I can tell you what bullying is. I can tell you how someone who's bullied feels. I know what to do if I am bullied. I know some ways to calm down when I start to feel angry. I can see things from someone else's point of view. I can work and play safely at all times. I know the Green Cross Code. I know that fire can be dangerous. I know what to do in an emergency. 	<ul style="list-style-type: none"> I know how to keep clean and look after myself I can give examples of what keeps me healthy and why I know how people grow and change I understand that babies become children and then adults I understand there are different types of families I know which people we can ask for help I understand why it is important to brush my teeth regularly I can choose a realistic goal I can break a goal down into small steps 	<ul style="list-style-type: none"> I know that some foods are grown locally and some are imported from around the world I can name some of the customs within my local community I understand why we use chocolate for special foods and celebrations I can tell the amount of chocolate we eat in our class I can tell you the main countries chocolate comes from and how it is grown I understand what fair trade means 	<ul style="list-style-type: none"> I can recognise those people in the community who help us I can recognise times when I have needed help I can tell when I feel cared for I can tell when I love or care for someone I can tell when I am proud or jealous I can deal with my own hurt feelings without hurting others I can talk about my feelings I can talk about ways to deal with my worries I can help others feel better if they have a worry 	<ul style="list-style-type: none"> I can listen and respond to others I know how to be a good listener I can express an opinion about a real-life issue I can take part in making a decision on a class or school issue I can make an informed decision I know that all humans and animals have needs I know how to take care of an animal I understand what good animal welfare is

KS2 – PSHE Non-Stat Curriculum Guidelines

<p>2. f. to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>3. b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3. d. which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>3. e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>4. d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>4. f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>5. b. feel positive about themselves</p> <p>5. f. develop relationships through work and play</p>	<p>1. c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>3. b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3. g. school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>4. d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>4. g. where individuals, families and groups can get help and support.</p> <p>5. d. make real choices and decisions</p> <p>5. h. find information and advice</p>	<p>1. b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>1. d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>3. a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>3. b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3. c. about how the body changes as they approach puberty</p> <p>4. c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>5. i. prepare for change</p>	<p>1. a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>2. e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>2. i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>2. j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>2. k. to explore how the media present information.</p> <p>4. b. to think about the lives of people living in other places and times, and people with different values and customs</p> <p>4. e. to recognise and challenge stereotypes</p> <p>5. g. consider social and moral dilemmas that they come across in life</p>	<p>1. c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>2. a. to research, discuss and debate topical issues, problems and events</p> <p>2. d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>3. f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4. a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>5. a. take responsibility</p>	<p>1. e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> <p>1. f. to look after their money and realise that future wants and needs may be met through saving.</p> <p>2. a. to research, discuss and debate topical issues, problems and events</p> <p>2. b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>2. c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>2. g. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>2. h. to recognise the role of voluntary, community and pressure groups</p> <p>5. c. participate</p> <p>5. e. meet and talk with people</p>
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Owls – PSHE Objectives	<u>Daring To Be Different</u> <ul style="list-style-type: none"> • I know that there are similarities and differences between everyone • I can tell you the things I am good at • I can recognise when I find something difficult and do something about it • I can tell you what feeling surprised is like • I know that different people have different feelings about surprises • I can explain what hopeful and disappointed mean • I can choose when to show my feelings and when to hide them • I can choose to act assertively 	<u>Be Friendly, Be Wise</u> <ul style="list-style-type: none"> • I understand the qualities of friendship • I can see things from another's point of view • I can tell you what a 'win-win' solution is and always try to find one in a conflict situation • I know why it is important to calm down before I am overwhelmed by my feelings of anger • I can tell you what bullying is • I know what a witness is • I know what to do if bullying is going on • I know that fire can be dangerous • I know what to do in an emergency • I know the dangers of the internet • I know I must not give out my personal detail 	<u>Living Long, Living Strong</u> <ul style="list-style-type: none"> • Know some differences & similarities between males and females • Name male and female body parts using agreed words • identify different types of touch that people like and do not like • understand personal space • talk about ways of dealing with unwanted touch • understand that all families are different and have different family members • identify who to go to for help and support • I understand why rest and relaxation is an important part of being healthy • I can relax when I want to • I can make positive choices to support a healthy lifestyle • I can identify ways to overcome barriers to achieving my goals 	<u>Who Likes Chocolate?</u> <ul style="list-style-type: none"> • I understand there is a moral and ethical side to cost • I understand when something is fair or unfair • I can take part in a debate • I can talk about the different forms of media • I can explain bias • I can tell you what a logo is and what its purpose is • I can tell you what a stereotype is 	<u>Dear Diary</u> <ul style="list-style-type: none"> • I know about the work carried out at a police station • I can ask relevant questions and identify key points • I can tell when something is my fault and when something is not • I can make amends if I have done something wrong • I can take responsibility for what I choose to do • I know when I will feel guilty and use this when I make a choice • I know how most people feel when they lose something or someone they love • I can tell you the things that hurt my feelings • I can understand how I might hurt others • I can help others feel better if they have a worry 	<u>Joining in and Joining Up</u> <ul style="list-style-type: none"> • I can identify jobs I do at home and in school • I can talk about some of the jobs people do • I understand how people are represented in school and the local community • I understand what debating and voting is • I can express my views in a debate • I can be an active member of my school community • I understand that people can give up their own time to help others • I can work as part of a group and contribute to a project that supports the local community

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Penguins – PSHE Objectives

Daring To Be Different

- I can listen to other people's point of view • I can contribute to a simple debate (Consider how we interact via the Internet & phones etc.)
- I can disagree with someone without falling out
- I can cope when someone disagrees with me
- I can make a judgement about whether to take a risk
- I can stand up for what I think after listening to others and making my own choice
- I understand the majority view is not always right
- I can behave in an assertive way using appropriate body language and tone of voice
- I know I can prevent bullying using different strategies

Be Friendly, Be Wise

- I can tell the difference between a friend and an acquaintance
- I can say and do things that are likely to make a conflict situation better
- I can make a wise choice when I am feeling angry
- I can use 'I statements' and take responsibility for my feelings
- I can tell you what bullying is (inc. cyberbullying)
- I know what to do if bullying is going on
- I can recognise an emergency and call an ambulance
- I know the dangers of the internet
- I know how to keep my personal details safe

Living Long, Living Strong

- Explain the main physical and emotional changes that happen during puberty]
- Ask questions about puberty with confidence
- understand how puberty affects the body and the emotions • describe how to manage physical and emotional changes
- explain how to stay clean during puberty
- describe how emotions change during puberty
- know how to get help and support during puberty
- I understand the importance of a balanced lifestyle
- I know the skills and attributes of an effective learner
- I understand what I need to keep going towards my goal

Who Likes Chocolate?

- I can say why some countries are richer than others
- I understand that trade relies on profit and that profit is not always equally shared
- I understand how the trade in chocolate affects the environment
- I understand the main reasons why food shortages happen in some countries
- I can explain how the world's resources are divided up
- I can tell the difference between fact and opinion

Dear Diary

- I know what facilities exist in my local area and nationally for young people
- Be aware of CEOP "Report Abuse" button
- I know some things to do when I feel embarrassed that will not make things worse
- I can help someone who feels embarrassed
- I can recognise a put-down
- I know how a boost-up or put-down can make someone feel
- I can break friends with someone without hurting their feelings (Consider how we interact via the Internet & phones etc.)
- I can think about when to forgive someone
- I can help others feel better if they have a worry

Joining in and Joining Up

- I know that stealing is wrong
- I know that the victim of a crime is affected in a number of ways
- I know why laws are important
- I can recognise and resist negative peer pressure
- I know what the role of a local magistrate is • I can participate in public discussion
- I can be an active member of my school community
- I can work as part of a group and contribute to a project that supports the local community