

Manor Primary – PSHE Long Term Plan Cycle 2

PSHE/ CIT/ SEAL	AUTUMN		SPRING		SUMMER	
	WE'RE ALL STARS!	SAY NO!	GROWING UP	IT'S OUR WORLD	THE WORLD AROUND US	MONEY MATTERS
Swans	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying 	<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. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution 	<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. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: effects and risks of smoking 4. Drugs Ed: effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying 	<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. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2) 	<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. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying 	<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. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues 	<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. d. to think about themselves, learn from their experiences and recognise what they are good at	3. a. how to make simple choices that improve their health and wellbeing	3. b. to maintain personal hygiene	1. a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	1. e. how to set simple goals	1. b. to share their opinions on things that matter to them and explain their views
	2. c. to recognise choices they can make, and recognise the difference between right and wrong	3. f. that all household products, including medicines, can be harmful if not used properly	3. d. about the process of growing from young to old and how people's needs change	2. a. to take part in discussions with one other person and the whole class	2. e. to realise that people and other living things have needs, and that they have responsibilities to meet them	2. b. to take part in a simple debate about topical issues
	2. d. to agree and follow rules for their group and classroom, and understand how rules help them	3. g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	3. e. the names of the main parts of the body	2. f. that they belong to various groups and communities, such as family and school	2. i. to realise that money comes from different sources and can be used for different purposes.	2. g. what improves and harms their local, natural and built environments and about some of the ways people look after them
	4. a. to recognise how their behaviour affects other people	4. e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.		4. c. to identify and respect the differences and similarities between people	1. c. to recognise, name and deal with their feelings in a positive way	2. h. to contribute to the life of the class and school
	4. b. to listen to other people, and play and work cooperatively			4. d. that family and friends should care for each other		3. c. how some diseases spread and can be controlled

Swans – Objectives and Outcomes

We're All Stars!

- I know that I belong to the class and school community
- I can help make my class a safe and fair place
- I feel good about my strengths
- I can listen well to other people
- I know some ways to calm myself down when I feel scared or upset
- I know some ways to solve a problem
- I can recognise when someone is feeling upset, scared or nervous
- I know how to make them feel better
- I can enjoy my playtime and make new friends
- I know the rules of the playground
- I know the difference between right and wrong
- I can explain the choices I make

Say No!

- I know that medicines are meant to help us feel better
- I know that medicines have different uses
- I know that some household substances can be harmful if not used properly
- I know that smoking is not good for my health
- I know some of the ways in which alcohol can affect my health
- I can identify hazards and know how to keep myself safe
- I can tell you what bullying is
- I can tell you how someone who's bullied feels

Growing Up

- Talk about ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the differences between male and female babies
- describe some differences between male and female animals
- describe some differences between boys and girls
- understand that making a new life needs a male and female
- describe the physical differences between males and females
- name the male and female body parts
- I can say how I am special and individual
- I know that some changes we cannot control and some we can
- I know what a habit is and that it can be hard to change one

It's Our World

- I can make simple rules
- I can tell you how I am the same and different from my friends
- I understand what a community is
- I know that I belong to a community
- I know ways to save energy in school and at home
- I know ways to recycle and re-use things
- I know the main causes of pollution

Money Matters

- I understand where money comes from and what it is used for
- I understand why I should keep my money safe
- I understand when I don't have enough money
- I can list my basic needs
- I can recognise what makes me happy
- I can set a simple goal and achieve it

People Around Us

- I can identify special people in my life
- I can describe why certain people are special
- I can identify people who I can ask for help
- I can describe situations when I might need help
- I can talk about my feelings when I feel alone
- I know what a family is
- I know there are different types of families
- I understand that people have to make hard choices and sometimes they have no choice
- I understand that if someone leaves me they might still love me
- I can recognise and respect the similarities and differences between people in different places

KS2 – PSHE Non-Stat Curriculum Guidelines

AUTUMN

- 1. a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 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
- 2. f. to resolve differences by looking at alternatives, making decisions and explaining choices
- 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
- 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

- 2. c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- 3. d. which commonly available substances and drugs are legal and illegal, their effects and risks
- 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
- 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
- 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

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- 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
- 3. c. about how the body changes as they approach puberty
- 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
- 4. g. where individuals, families and groups can get help and support.

- 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
- 2. g. what democracy is, and about the basic institutions that support it locally and nationally
- 2. h. to recognise the role of voluntary, community and pressure groups
- 2. j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- 3. b. that bacteria and viruses can affect health and that following simple

SUMMER

- 1. c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- 1. f. to look after their money and realise that future wants and needs may be met through saving.
- 2. a. to research, discuss and debate topical issues, problems and events
- 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
- 5. d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

- 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
- 2. e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- 2. i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- 4. b. to think about the lives of people living in other places and times, and people with different values and customs
- 4. e. to recognise and challenge stereotypes
- 4. f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and Disability
- 2. k. to explore how the media present information.

Owls – Objectives and Outcomes

We're All Stars!

- I understand my rights and responsibilities in the school
- I can tell you one special thing about me
- I know that I am valued at school for my gifts and talents
- I know how it feels to do or start something new, and some ways to cope with these feelings
- I can work well in a group
- I know how to support other people
- I can play fairly
- I know how to be friendly in the playground
- I can express my opinions confidently
- I can use my group work skills when working on a real-life issue

Say No!

- I understand what a risk is and that it has pros and cons
- I understand what a 'drug' is
- I can identify some of the different types of drugs
- I understand the risks of smoking to my health
- I know how alcohol affects the body and health
- I can resist peer pressure
- I understand the difference between a group and a gang
- I can tell you what bullying is
- I can tell you how someone who is being bullied feels

Growing Up

- Describe the main stages of the human life cycle
- Describe the body changes that happen when a child grows up
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Identify some basic facts about pregnancy
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently
- I can name one way in which I would like to change in the future
- I know that change can be good
- I understand some of the reasons why change can feel uncomfortable and know some coping strategies

It's Our World

- I can contribute towards making a class charter
- I can describe democracy in simple terms
- I know ways to save energy in the home and why we need to
- I know some further ways to save energy and why we need to
- I understand what climate change is and its impact on the environment
- I understand what climate change is and its impact on the environment

Money Matters

- I know how to keep a record of my money
- I know a range of different ways to pay for things, some may involve debt or credit
- I understand that families and individuals have commitments and manage their money in a range of ways
- I understand the reasons for and the importance of a financial plan to save money for a specific purpose
- I can tell you the names of several charities and what they do
- I can make a simple financial plan

People Around Us

- I can appreciate why there are differences and Similarities between people
- I can appreciate the need for tolerance and respect for people's differences
- I can take on a role in a group and contribute to the overall outcome
- I know what prejudice is and have strategies to deal with it
- I can challenge assumptions about gender
- I can tell you the range of jobs carried out in society
- I can recognise the important contribution all jobs make to society

Penguins – Objectives and Outcomes

	AUTUMN		SPRING		SUMMER	
	<p><u>We're All Stars!</u></p> <ul style="list-style-type: none"> • I can express my Opinions confidently • I can use my group work skills when working on a real-life issue • I know that everyone has some skills • I can name some of my own skills • I have some strategies to cope with uncomfortable feelings and to calm myself when necessary • I can work well in a group and can tell you what helps my group to work well together • I can engage in a discussion, offer my own opinions and listen to the views of others • I can contribute to a simple debate • I understand that I can be a good example to younger children around the school 	<p><u>Say No!</u></p> <ul style="list-style-type: none"> • I can recognise that pressure comes from a variety of sources • I can resist negative peer pressure • I understand that there are laws around drugs, alcohol and tobacco • I know how to resist pressure to start smoking • I understand the various attitudes that exist to drinking alcohol • I know the dangers and consequences of carrying knives • I can tell you what bullying is 	<p><u>Money Matters</u></p> <ul style="list-style-type: none"> • I know that people earn and spend money in different ways • I can make informed choices and compare prices to get 'value for money' • I know there are different ways to pay for things, some involving borrowing money that has to be paid back • I can identify successes in the project and understand how some things could be improved • I understand why I do not keep all the money I earn • I understand that 'poverty' might have different meanings to different people in different circumstances 	<p><u>It's Our World</u></p> <ul style="list-style-type: none"> • I can contribute to the class vision for a safe and happy environment • I understand why we need rules and laws • I understand how democracy works • I know that we have a responsibility to look after our environment • I know how climate change is impacting on our lives and can relate this to others • I understand that the environment is a collective and political responsibility as well as an individual one 	<p><u>People Around Us</u></p> <ul style="list-style-type: none"> • I can appreciate how the range of identities in the United Kingdom combine to bring a richness to society • I am aware there are different types of relationships • I know what makes a positive relationship • I can recognise and try to challenge stereotypes • I know how to make people feel good about themselves • I can recognise when I am using a putdown • I can break friends with someone without hurting their feelings • I understand when breaking friends might be the best thing to do • I can think about when to forgive someone 	<p><u>Growing Up</u></p> <ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction in confidence • discuss different types of adult relationships with confidence • explain how babies are made • describe the decisions that have to be made before having a baby • know some of the basic facts about pregnancy and conception • I can say what the skills involved in caring for a baby are • I am aware of common responses to difficult changes • I know that sometimes there can be positive outcomes from changes that we didn't welcome initially • I can tell you some of the good things about me that my classmates like and value