PSHE Curriculum – Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My heroes	Standing Ovation	Castles, Knights & Dragons	Spring in our Step	Where we live	Science Detectives
EYFS	Marvellous Me	It's Getting Cold – Polar Express	On the Move	On the Farm	Once upon a time	All things great & small

	Living in the wider world		Health and Wellbeing		Relationships	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	How do we feel? What can we do with money?	How can we look after each other and the world?	What helps us stay healthy?	Who helps us to keep safe? Including **Online**	Who are the people in my life that care for me? What are the differences and similarities between people?	What are the differences between boys and girls? (Body Parts)
Year 2	What jobs do people do?	What can help us grow and stay healthy?	How do we recognise our own feelings?	What helps us to stay safe? Including **Online**	What is fair and unfair and kind and unkind?	What is private? (Body Parts) **CONSENT** What happens when the body grows young to old?
Year 3	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	What keeps us safe? Including **Online**	What is personal space? (unwanted touch) **CONSENT**	What does a healthy relationship look like? Why is being 'equal' important in a relationship?
Year 4	How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?	How do we manage our feelings?	How do we manage risks in different places? Including **Online**	What is diversity?	Do boys and girls have different roles? What changes happen to my body?
Year 5	What jobs would we like?	What decisions can people make with money?	How can we help in an accident or emergency?	What makes up our identity? Including **Online**	What is puberty? What are the different relationships in my life?	What is unwanted touch? **CONSENT/Harassment** What is FGM?
Year 6	How does the media influence people? Including **Online**		How can we keep healthy as we grow?		1.What changes happen in my life? 2.What happens in a loving relationship (including marriage) and what is forced marriage? **CONSENT/Harassment** 3.How is a baby made?	

PSHE Lead: Mr Parker

Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
Children in Nursery will:	Children in Nursery will:	Children in Nursery will:	Children in Nursery will:
• Allow an adult to comfort them.	• Select and use activities and resources with help.	• Use the toilet independently.	• Take turns, with adult support.
• Achieve a goal they have chosen, or one which is suggested to them.	• Follow a simple instruction as part of a group.	• Wash and dry their hands.	• Play with one or more other children.
• Talk about their feelings using words like 'happy' and 'sad'	• Join in an activity when invited by an adult.	• Take their coat off and put it on.	• Join in with a group of children who are playing.
• Seek adult support to help them in managing emotions.	• Select and use activities and resources independently.	• Put on shoes without fastening	• Speak to peers within a game or activity.
• Recognise when a peer is upset.	• Remember basic setting rules and follow them most of the time.	• Pull zips up and down.	• Seek adult support to help them in managing emotions and conflicts.
• Talk about their feelings using a developing vocabulary *e.g. frightened, frustrated.*	• Explain why rules are important.	• Pull up trousers independently.	• Play with other children extending and elaborating play ideas.
• Explain to an adult what has happened when they are upset.	• Care for plants, animals and their immediate environment.	• Put T-Shirt and jumper on/off independently.	• Find solutions to conflicts and rivalries.
• Begin to control their own emotions.	• Talk confidently in front of a group of their peers.	• Show independence in managing own needs including at snack time.	
• Begin to understand how others feel.		• Give simple explanations about healthy lifestyle choices.	

EYFS:

Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
Children in Reception will: • Identify and name feelings in themselves and others, *e.g. cross, lonely, worried.* • Bounce back quickly after they have been upset and with more independence. • Reflect on feelings they encounter in stories and make links to their own experiences. • Follow two-step instructions. • Wait with increased patience for attention or a turn in a game/with a toy. **ELG** • Recognise, moderate and express their own feelings and show an understanding of the feelings of others. • Set and work towards simple goals. • Wait for what they want and control their immediate impulses when appropriate. • Give focused attention to the teacher, responding appropriately.	Children in Reception will: • Abide by most of the rules of the classroom. • Try new activities independently or with peers. • Talk positively about themselves and what they can do. • Begin to understand and discuss consequences of our behaviour. • Shows increasing independence, working on short activities independently. • Persevere when something is challenging. **ELG** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.	Children in Reception will: • Put on socks and shoes. • Fasten zips independently • Explain why handwashing is important. • Undress independently with help for buttons • Dress and undress independently. • Know and talk about the different factors that support their overall health and wellbeing: *regular physical activity,* • *healthy eating, tooth brushing, sensible amounts of 'screen time' having a good sleep routine ,being a safe pedestrian.* **ELG** • Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices	Children in Reception will: • Take turns when playing simple games. • Show empathy towards their peers. • Show understanding of another child's perspective. • Solve small conflicts through speaking to each other and being assertive. **ELG** • Form positive attachments with adults' peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.

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