PSHE Long Term Plan

FS2	**Throughout the year**
	→ Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
	→ Work and play cooperatively and take turns with others
	→ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
	→ Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
	→ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	→ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	→ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	→ Understand some important processes and changes in the natural world around them.
	→ Talk about the lives of the people around them and their roles in society.
	→ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Y1	Autumn One: Who helps keeps us?	Autumn Two: How do I stay healthy?	Spring One: How do I know what do I do if I feel uncomfortable in a situation?	Spring Two: How are people similar and difference to me?	Summer One: How do we use money?	Summer Two: How do we change over time?
	→ I know there are lots of different jobs within my community	→ I know what it means to be healthy and who helps me stay healthy (parents, dentist etc)	→ I know the correct names for the main parts of the body, including genitalia	→ I can identify the different groups I belong to.	→ I know what money is and that we can obtain money in different ways.	→ I understand that people's needs change as they grow older.
	→ I know there are people within my community whose job it is to keep me and other people safe	→ I know the importance of hygiene	→ I can recognise what to do if I feel unsafe or worried and how to ask for support.	→ I know now there are different people that love and care for them.	→ I can identify ways of keeping money safe.	→ I can identify the different groups we belong to
	→ I know it is not safe to talk to strangers or adults that I do not know – I should tell a trusted adult or go to a safe place if I am unsure or feel unsafe	→ I can identify that I should take care of myself on a regular basis	→ I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline	→ I can identify how families have differences but share common features.	→ I can identify the difference between needs and wants.	→ I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.
	→ I know there are lots of adults I can ask for help in school and in my community – they will always listen to me.	→ I can recognise how medicines can help us stay healthy including vaccinations and immunisations		→ I know that it is important to share any worries with a safe adult.	→ I know how to respond safely to adults they don't know both online and offline.	
	→ I can call 999 in an emergency or if there is no	→ I can recognise that some people need to take medicine every day to stay healthy			→ I know what to do if they feel unsafe or worried for themselves or	
		→ I know how to respond safely to adults they don't				

adult to help me – I will ask for the right service and tell them my name and what has happen. → I can recognise an emergency situation. → I can choose to represent myself online in different ways and other people can also do the same.	know both online and offline → I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline. → I know who can help them in different places (including online) and situations; how to attract someone's attention or ask for help; what to say.	→ I know that the parts of our body covered by underwear are private → I can identify and name feelings and that feelings can change depending on the situation. → I can identify ways that their feelings can impact my behaviour. → I can recognise things they can do to help when they have big feelings.	→ I can identify how families have differences but share common features. → I can discuss how am similar or different to others, and what I have in common including online examples e.g. liking different things online, having different preferences around what is shared about them.	others; and the importance of keeping on asking for support until they are heard both online and offline. → I know who can help them in different places (including online) and situations; how to attract someone's attention or ask for help; what to say.	
Y2	**Autumn One: Which adults can I trust and who can help me?** → I know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop. → I can consider when it is appropriate to take a risk and when to say no and seek help. → I can identified common hazards in the home e.g. medicines, drugs and how to keep myself safe. → I can identify which kinds of physical contact are	**Autumn Two: What is a risk?** → I can identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe. → I can identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. → I can consider when it is appropriate to take a risk and when to say no and seek help. → I can give examples of how someone might use	**Spring One: What do I do in comfortable or an uncomfortable situation?** → I can identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. → I can consider when it is appropriate to take a risk and when to say no and seek help.	**Spring Two: How do our feelings change?** → I can identify and name feelings and that feelings can change depending on the situation. → I can identify ways that their feelings can impact their behaviour. → I can recognise things they can do to help when they have big feelings.	**Summer One: How are we the same and different?** → I can identify the similarities and differences between people and give some examples of the ways in which people can be similar or different. → I understand and celebrate differences → I can explain how other people may	**Summer Two: How do I see my own strengths?** → I can recognise that people have different strengths and set themselves goals. → I can identify why it is important to look after money and ways that they can do this. → I can explain how information put online about me

acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.	technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). → I know how people behave when they are being friendly and what makes a good friend both online and offline. → I know how to ask for help if a friendship is making them unhappy both online and offline.	→ I know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop. → I can recognise that it's OK to tell if someone is being harmed. → I can identify and name feelings and that feelings can change depending on the situation. → I can identify ways that their feelings can impact their behaviour. → I can recognise things they can do to help when they have big feelings. → I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. → I can discuss my feelings and views,	→ I can discuss their feelings and views, including their likes and dislikes. → I can explain why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable, including online → I know how to respond if this happens in different situations, including online.	look and act differently online and offline. → I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	can last for a long time. → I can describe how anyone's online information could be seen by others. → I know who to talk to if something has been put online without consent or if it is incorrect.

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Y3			including their likes and dislikes.			
	Autumn One: How do I keep myself online and offline? → I can give examples of how to be respectful to others online. → I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. → I can describe how to recognise healthy and unhealthy online behaviours. → I can describe how to respond to situations that make them feel uncomfortable, including online. → I can recognise when it is good or ok to keep a secret and when it is not. → I can tell the difference between good and bad secrets.	**Autumn Two: What information should and shouldn't be shared online?** → I can recognise different groups make diverse communities; differences should be respected and valued. → I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. → I know I should not before share anything personal. → I can explain who someone can ask if they are unsure about putting something online.	**Spring One: How do friendships affect our feelings?** → I can identify why friendships are important and ways they can be a good friend. → I can identify how to maintain friendships appropriate ways to resolve issues in a friendship. → I can recognise good strategies for dealing with disagreements and arguments with their peers. → I can recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support, including online. → I can describe how to respond to situations that make them feel uncomfortable, including online.	**Spring Two: how do friendships change?** → I can identify why friendships are important and ways they can be a good friend. → I can identify how to maintain friendships appropriate ways to resolve issues in a friendship. → I can recognise good strategies for dealing with disagreements and arguments with their peers. → I can identify the common features of a positive family life within a diverse range of families. → I can explain what to do if a family relationship is making them feel worried or unsafe. → I can describe feelings when disagreements and	**Summer One: what is unhealthy and healthy for our bodies?** → I can identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol. → I can explain how to maintain good dental hygiene. → I can describe the benefits of physical activity and the negative impact of a lack of exercise. → I can describe the impact of poor sleep. → I can describe how to respond to situations that make them feel uncomfortable. → I can explain why someone may change their mind about trusting anyone with something if they feel nervous,	**Summer Two: what do I do in an emergency?** → I know how to respond to minor first aid and what do to in an emergency. → I can recognise risks in their local community and how to keep safe. → I can identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol. → I can give examples of what anyone may or may not be willing to share about themselves online. → I can explain the need to be careful before sharing anything personal. → I know I should not share

				conflict occur, including online relationships.	uncomfortable or worried. → I can explain the importance of giving and gaining permission before sharing things online.	anything personal. → I can explain who someone can ask if they are unsure about putting something online.
Y4	**Autumn One: Why should I be proud to be me?** → I can identify my own personal strengths and qualities and identify what makes me a unique individual. → I can develop my self-worth by identifying positive things about myself and reminding myself of them when I need to. → I can identify how to deal with setbacks in a positive way which helps me learn from my mistakes and reframe unhelpful thinking. → I can describe how to respond to situations that make me feel uncomfortable, including online. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. → I can explain how content shared online may feel	**Autumn Two: Why do our feelings and emotions changes?** → I can explain ways to manage difficult emotions, including anger and grief. → I can recognise that our feelings can change, and that we can feel emotions with different intensities. → Identify how to set effective goals and how to respond appropriately to set backs. → I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. → I can explain how content shared online may feel unimportant to one person but may be important to	**Spring One: What does it mean to be respectful?** → I can identify respectful behaviour in themselves and others. → I can identify the negative consequences of bullying. → I can recognise the challenges of peer pressure and how to respond to it. → I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	**Spring Two: What is discrimination?** → I can explain the difference between rights and responsibilities. → Identify the importance of inclusion and why discrimination is wrong. → I can identify respectful behaviour in themselves and others. → I can identify the negative consequences of bullying. → I can recognise the challenges of peer pressure and how to respond to it. → I can recognise risks and how to manage them	**Summer One: What are rights and responsibilities?** → I can identify how to set effective goals and how to respond appropriately to set backs → I can explain the difference between rights and responsibilities. → I can describe how to respond to situations that make them feel uncomfortable, including online. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	**Summer Two: How can my choices impact others around me?** → I can explain the ways that my choices can impact the world around them → I can discuss topical issues, sharing my viewpoint and listening to that of others → I can identify my own personal qualities and strengths and how this contribute to their self esteem → I can identify how to set effective goals and how to respond appropriately to set backs.

	unimportant to one person but may be important to other people's thoughts feelings and beliefs.	other people's thoughts feelings and beliefs.		→ beyond the local community. → I can recognise the challenges of peer pressure and how to respond to it. → I know the role played by the police in protecting us from crime. → I can suggest ways to stop bullying, including online.		→ I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. → I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
Y5	**Autumn One: How do people's views affect others?** → I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). → I know how someone online differs from knowing someone face-to-face. → I know how to recognise risk in relation to friendships and keeping safe, including online. → I can recognise similarities and differences between people, and the importance of respecting differences → I can identify that a range of factors that contribute to	**Autumn Two: What are my personal qualities and what is self –esteem?** → I can identify my own personal qualities and strengths and how this contribute to my self-esteem. → I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety, including online. → I Know about some of the physical changes experienced during puberty	**Spring One: What is first aid and how do you respond in an emergency?** → I can explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services. → I can explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.	**Spring Two: what is bullying and how can it be prevented?** → I can think of the feelings and views of both the bully and victim when thinking about bullying. → I know how to seek help if a friendship is worrying them. → I can identify how to seek help if a friendship is worrying them. → I can identify differences	**Summer One: Why do we have to be careful about online friendships and how do I keep myself safe?** → I can identify differences between online and offline relationships → I know how someone online differs from knowing someone face-to-face → I can identify what information is safe and appropriate to share online.	**Summer Two: What are my aspirations for the future?** → I know that different jobs require different skills, qualifications and interests. → I can begin to identify their own interests and aspirations for their own career. → I can search for information about an individual online summarise

identity, including gender and ethnicity → I can identify stereotypes and how to challenge them → I understand that mental health issues can affect anyone at different times in their life.	→ I Know about the biological changes that happen to females during puberty → I Know about the biological changes that happen to males during puberty → To know about the importance of personal hygiene during puberty → To respond to questions about puberty	→ I can explain how identity online can be copied, modified or altered. → I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety, including online.	between online and offline relationships. → I can identify what information is safe and appropriate to share online.	→ I can identify how to seek help if a friendship is worrying them → I know how someone online differs from knowing someone face-to-face. → I know how to recognise risk in relation to friendships and keeping safe, including online. → I know about the types of content (including images) that is safe to share online. → I know ways of seeking and giving consent before images or personal information is shared with friends or family. → I know how to respond if a friendship is making them feel worried, unsafe or uncomfortable, including online → I know how to ask for help or advice	the information found. → I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

					and respond to pressure, inappropriate contact or concerns about personal safety, including online.	
Y6	**Autumn One: How can we be healthy as we grow?** → I can recognise the signs of poor mental health and know what to do about this and who to talk to inside and outside of school. → I recognise that some habits are healthy and some are not unhealthy – I know that I can break an unhealthy habit. → I recognise how to lead a healthy lifestyle which includes planning healthy meals, doing exercise, and making healthy choices about how I spend my time. → I recognise that FGM is illegal and goes against human rights and I should tell a trusted adult immediately if I am concerned about myself or someone else. → I can explain how sharing something online may have an impact either positively or negatively. I can describe	**Autumn Two: What is a healthy relationship and why is it important?** → I can identify different types of relationship and understand that all healthy relationships are of equal worth. → I recognise the differences between healthy and unhealthy relationships and how they will make me feel → I recognise that marriage is a formal and legal commitment that should be wanted equally by both people and that forcing someone to marry against their will is a crime → I understand the importance of consent within relationships and where they can get help if they need it. → I know it is unacceptable to make comments that make someone feel uncomfortable or touch them against their will and that such behaviours are never a joke	**Spring One: How will my live change as I grow?** → I can consider the feelings and views of both the bully and victim when thinking about bulling. → I can identify ways of resisting negative peer pressure. → I can describe the benefits of participating in the community and having positive friendships. → I can identify ways that things in their lives will change as they grow, including their responsibilities and friendships. → I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. → I know and can give examples of how I	**Spring Two: How do I recognise bullying around me online and offline?** → I can identify ways that things in their lives will change as they grow, including their responsibilities and friendships. → I can identify ways that things in my life will change as they grow, including their responsibilities and friendships. → I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a	**Summer One: How do I know what choices to make as I grow and where do I find support if needed?** → I can explain the impact of positive and negative lifestyle choices on the body. → I can explain the difference between illegal and legal drugs. → I can name ways to seek support if they are worried about drug or alcohol misuse. → I can evaluate what they see online to identify reliable and unreliable information.	**Summer Two: What are the changes from Primary school to Secondary school?** → I can identify the risks and negative consequences associated with knife crime. → I can recognise the ways media and online experiences can have an impact on their own thoughts and actions and those of others. → I can identify similarities and differences between their primary and secondary school. → I can identify positive strategies to help them

	how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images/nudes), even if they say it is okay, may have an impact for the sharer and others; and who can help.	→ I can identify ways that things in my lives will change as they grow, including their responsibilities and friendships. → I can evaluate what they see online to identify reliable and unreliable information.	might get help, both on and offline. → I can explain why I should keep asking until I get the help I need.	range of ways to report concerns and access support both in school and at home about online bullying. → I can explain how to block abusive users. → I can suggest ways to stop bullying, including online.		manage that change. → I can explain the ways in which anyone can develop a positive online reputation. → I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.

***Year 6 – focus on FGM, forced marriage, consent, healthy relationships, sexual harassment etc. to include focus on laws.

KCSIE Content:

•healthy and respectful relationship

•boundaries and consent

•stereotyping, prejudice and equality

•body confidence and self-esteem

•how to recognise an abusive relationship, including coercive and controlling behaviour

•the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and

•what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Para 128-133

Exeter