







# PSHE Long Term Plan – SJC Federation

## EYFS

1 x No Outsiders Curriculum







1 x School Values Lesson (half termly focus)

Personal, Social and Emotional Development/ Understanding the Wider World (ongoing throughout year)

	<b>AUTUMN 1</b>  <b>RESPECT</b>	<b>AUTUMN 2</b>  <b>LOVE</b>	<b>SPRING 1</b>  <b>HOPE</b>	<b>SPRING 2</b>  <b>WISDOM</b>	<b>SUMMER 1</b>  <b>COMMUNITY</b>	<b>SUMMER 2</b>  <b>DIGNITY</b>
<b>NURSERY</b>	<b>Me and my family</b> To say my name. To name members of my family.	<b>Where do I live?</b> To talk about their house and who lives there.	<b>Where is my School?</b> To talk about what they can see in the local area when they go on a walk.	<b>How have I Changed?</b> To talk about photos of them as a baby. To talk about how they've changed.	<b>Who are my friends?</b> To say the names of my friends and why I like them.	<b>What am I the best at?</b> To be able to identify their strengths in discussion with an adult.
	<b>Personal, Social and Emotional Development</b> Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.			<b>Understanding the Wider World</b> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		

<b>RECEPTION</b>	<b>Jobs I know</b>	<b>Foods I like and dislike</b>	<b>Where I live</b>	<b>Helping others</b>	<b>How to be a good friend</b>	<b>What are our Superpowers?</b>
	To talk about jobs people do in their family and in school.	To try different foods and talk about likes/dislikes.	To talk about what is near their home and special places.	To identify the different people who help us in our community.	To explain what makes a good friend.	To be able to talk about their strengths in discussion with an adult.
	<b>Personal, Social and Emotional Development</b>			<b>Understanding the Wider World</b>		
	<p>See themselves as a valuable individual.          Build constructive and respectful relationships.          Express their feelings and consider the feelings of others.          Show resilience and perseverance in the face of challenge          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others.          Manage their own personal hygiene.          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</p>			<p>Talk about members of their immediate family and community.          Name and describe people who are familiar to them.          Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways          Recognise some similarities and differences between life in this country and life in other countries.</p>		

**Y1 – Y6**  
**6 lessons per half term**  
**3 x Manchester Healthy Schools (below)**  
**1 x Right's Respecting Lesson**  
**1 x No Outsiders Curriculum**  
**1 x School Values Lesson (below)**

	<b>AUTUMN 1</b>  <b>RESPECT</b>	<b>AUTUMN 2</b>  <b>LOVE</b>	<b>SPRING 1</b>  <b>HOPE</b>	<b>SPRING 2</b>  <b>WISDOM</b>	<b>SUMMER 1</b>  <b>COMMUNITY</b>	<b>SUMMER 2</b>  <b>DIGNITY</b>
<b>YEAR 1</b>	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	What groups do I belong to? How can we choose together? What if everyone did that? How can I express myself? How can I be a good friend to everyone?	1. What makes me happy? What are feelings? 2. What is the difference between good secrets and bad secrets? 3. How does my behaviour affect others?	1. What are the rules for keeping me safe in familiar and unfamiliar environments? 2. What are rules about household substances? (Hazard symbols in the house) 3. What is an emergency and what do I do?	1. Where does my food come from? 2. How do I look after my teeth? 3. How do I keep clean?	1. What are class rules? (British Values) 2. Where does our money come from? 3. What is the environment?	1. Who are the people in my life that love and care for me? 2. What are the differences and similarities between people?
<b>YEAR 2</b>	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	Who are our patron saints? Is it fair? What are our school rules? What does it mean to give consent?	1. What is the difference between small feelings and big feelings? 2. How can I keep safe online?	1. How do medicines help us when we are unwell? 2. How do I keep safe at home? 3. What is my responsibility for	1. Why do I eat? 2. Why should I be active? 3. How can I prevent diseases spreading?	1. What groups and communities am I a part of? 2. How do we make choices about spending money?	1. What is private? (body parts) 2. What happens when the body grows young to old? 3. What is fair, unfair, kind and unkind?

	Is it ok to have a different kind of family?	3. What makes others happy?	keeping myself and others safe?		3. How can we look after the environment?	
<b>YEAR 3</b>	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	Why do people have logos, uniforms and flags? Who is in charge of the school? Why are rules different in different places? Do animals have rights? Is it ok to believe different things?	1. How do my feelings affect my behaviour? 2. What are the ways we are communicating online? 3. What am I good at?	1. What happens when I breathe smoke in the air? 2. How do I recognise risks in my life? 3. What do I do in an emergency?	1. What is a healthy diet? What is an unhealthy diet? 2. How do I keep safe in the sun? 3. Why is personal and oral hygiene important?	1. How do rules and law protect me? 2. What is the difference between my local British communities and global communities? 3. What are the links between work and money?	1. What is personal space? 2. What does a healthy relationship look like? 3. Why is being equal important in relationships?
<b>YEAR 4</b>	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	Which values do we share? How are our Prime Minister and Government voted in? What are my rights and my responsibilities? How does it feel to have your freedom taken away? What is racism?	1. What is resilience? 2. What does it mean to have responsibility over my choices and actions? 3. What is discrimination?	1. How do I manage risks in my life? 2. What is self-control? 3. What is the difference between legal and illegal drugs? Are all drugs harmful?	1. How do I make sure I get good quality sleep? 2. What is fuel for the body? Does all food provide the same amount? 3. How do I know if I'm physically ill?	1. What are the rights of the child? 2. How do we look after our money? 3. What is sustainability?	1. What is diversity? 2. Do boys and girls have different roles? 3. What changes happen to my body?
<b>YEAR 5</b>	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	Do you have to be born in the UK to be British? How do our national and local government make	1. What is mental health? 2. How do I negotiate and compromise?	1. How do I respond to dares? 2. What are 'habits'? 3. Who or what influences me?	1. How can we stop the spread of infection? 2. Why are immunisations and	1. How and why do we make and change rules? 2. What is Fair Trade? 3. How can I combine	1. What is puberty? 2. What are the different relationships in my life?

	<p>decisions that affect us? How are laws made? Does everyone in the world have the same rights? What is the Equality Act?</p>	<p>3. How do I stay safe on a mobile or tablet? 4. How can I be happy being me?</p>		<p>vaccinations important? 3. Why is it important to know about nutritional content of food?</p>	<p>sustainability with fair trade using my enterprise skills?</p>	<p>3. What is unwanted touch?</p>
<b>YEAR 6</b>	<b>British Values</b>	<b>Mental and Emotional Health</b>	<b>Keeping Safe</b>	<b>Healthy Lifestyles</b>	<b>Living in the Wider World</b>	<b>Relationships</b>
	<p>What was the British Empire? How can my voice be heard? How is the law enforced? What promoted the Universal Declaration of Human Rights? What are extremism and radicalisation?</p>	<p>1. How can I challenge negative thoughts and feelings? 2. What is stereotyping? 3. How can the internet positively and negatively affect our mental health?</p>	<p>1. How do drugs affect the mind and body? 2. How do I manage peer pressure? 3. What are basic emergency first aid skills?</p>	<p>1. How is my mental and physical wellbeing connected? 2. How do I keep physically healthy? 3. Can I plan and prepare a healthy meal?</p>	<p>1. Why is it important to be critical of the media online and offline? 2. How do people manage money? 3. What do I want to be?</p>	<p>1. What changes happen in my life? 2. What happens in a loving relationship (incl. marriage) and what is forced marriage?</p>