

PSHE Long Term Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Healthy and Happy friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy bodies, healthy minds	Coping with change
British Values	Democracy	Law	Respect	Tolerance	Liberty	Iveson's Values
Nursery	Show more confidence in new social situations, play games to develop attention, the ability to wait and to test out winning and losing in a safe and supportive environment, exploring their feelings.	Encouraged to play with a range of other children. Exploring their own and others feelings. I can describe and name different coins and notes.	Develop their sense of responsibility and membership of a community by learning about differences in our community and celebrating diversity.	Talk with others to solve conflict, discuss their own and other people's feelings. I can describe and name different coins and notes.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet and washing and drying their hands thoroughly. Make healthy choices about food, drink and activity.	Understand the key features of the life cycle of a human. Become more outgoing with unfamiliar people, within the safe context of the setting to support their transition to reception. Show an increasing understanding of the rules and why they are important.
Reception	How important friendships are in making us feel happy	Share personal events and special occasions. Explore	Learning about the people around	Build constructive and respectful relationships, by playing co-	Know and talk about the different factors that affect their health and	Consider 'how have I changed since I was a baby?'

	<p>and how people choose and make friends. How to be kind, take turns and be polite.</p> <p>Begin to regulate their own feelings and behaviour.</p>	<p>similarities and differences with peers, considering the perspective of others.</p> <p>Begin to understand that coins and notes can have different values.</p>	<p>them and their roles in society.</p> <p>Be confident to try new activities, show independence, resilience and perseverance in the face of challenge.</p> <p>Discuss 'tricky people' and situations.</p>	<p>operatively with others and considering the feelings of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Know that they can spend money in different places and on different things and that these may cost different amounts.</p>	<p>well being; regular physical activity, healthy eating, sun safety, handwashing, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p>	<p>Further develop the skills they need to manage the school day successfully, lining up and queuing (waiting to have needs met) mealtimes and personal hygiene.</p> <p>Know I can save some of my money to use later e.g. in a money box.</p>
One	<p>Forming friendships and how our behaviours and choices impact other people and the consequences linked to our actions.</p>	<p>Celebrating the similarities and differences between people in our school community.</p> <p>Children to share their own experiences and beliefs, so that an appreciation and respect of diversity can be developed.</p> <p>To recognise and choose the correct value of coins and notes to use and calculate change.</p>	<p>Identifying who the special people in children's lives are.</p> <p>Understanding 'Tricky people' and how other people can help to keep children safe.</p>	<p>What a family is (including difference and diversity between families), and why families are important and special.</p> <p>Know that money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.</p>	<p>Our bodies and the amazing things they can do. Learning the correct anatomical names for different external body parts.</p> <p>Revisit road and sun safety.</p>	<p>Growing from young to old and how we have changed since we were born – link to science life cycles.</p> <p>Know that money can be saved to use later instead of spending it all now. Keep simple financial records e.g. recording the amount saved in a money box and how it has been used.</p>
Two	<p>Understanding what makes a happy friendship.</p>	<p>Exploring different strengths and abilities.</p>	<p>The different communities and groups we belong</p>	<p>Understanding the different people in our families, and how</p>	<p>Ways to stay healthy, including safe and unsafe use of household</p>	<p>Exploring how our bodies and needs change as we grow</p>

	<p>Recognising personal boundaries and safe/unsafe situations. Develop knowledge of what to do in unsafe situations.</p>	<p>Understanding and challenging stereotypes. Understanding where money will come to me from, now and in the future e.g. pocket money and being paid for working.</p>	<p>to and how we help and support one another within these.</p>	<p>families vary. Developing an understanding and acceptance of the differences and similarities between families. Explain the difference between needs and wants. Begin to understand that we might not always be able to have the things we want.</p>	<p>products and medicines. Healthy eating - science link</p>	<p>older. Aspirations and goal setting. To describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account.</p>
<p>Three</p>	<p>Being a good friend and respecting personal space. Strategies for resilience.</p>	<p>Respecting and valuing differences. Shared values of communities. Describe different jobs that I might do to earn money when I am older. I understand that it may not be possible to have everything I want straight away, if at all, and that I may need to save money for things I want to buy in future.</p>	<p>Our responsibilities and ways we can care and show respect for others.</p>	<p>Different types of committed relationships and the basic characteristics of these. Take account of other people's ideas and opinions when making decisions about saving and spending my money.</p>	<p>Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.</p>	<p>Coping with feelings around the changes in our lives. Plan and track my saving and spending by keeping simple records.</p>

<p>Four</p>	<p>Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.</p> <p>Teeth and hygiene – science link</p>	<p>Identity and diversity. Seeing different perspectives and not making judgements based on appearance. Understand that managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements. Explain how my spending decisions can help support others, e.g. fair-trade, charity shops.</p>	<p>Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.</p>	<p>The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter. Describe different jobs and understand reasons why some jobs pay more than others.</p>	<p>Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.</p>	<p>How our bodies change as we enter puberty, including hygiene needs and menstruation. Understand the reasons for using different forms of payment including the difference between debit and credit cards. Begin to understand that I can pay for things without having enough money and that this has consequences.</p>
<p>Five</p>	<p>Identity and peer pressure off- and online. Positive emotional health and wellbeing.</p>	<p>Celebrating strengths, setting goals and keeping ourselves safe online. Explain some of the benefits of saving, and some of the risks involved in borrowing money.</p>	<p>How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.</p>	<p>The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. Begin to understand that the choices I make about work and money will affect my life. Exploring careers.</p>	<p>Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco (including vaping) and drugs) and their effects on wellbeing.</p>	<p>How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. Use simple financial information to plan and manage a basic budget and keep track of my spending.</p>

Six	<p>How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.</p>	<p>Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in' Alright Charlie resource - grooming. Describe some ways in which the government uses money to provide for my needs and those of my local community.</p>	<p>How we can take more responsibility for selfcare and who cares for us as we grow older, including at secondary school. Basic first aid skills.</p>	<p>Human reproduction, including different ways to start a family. * Non statutory content</p> <p>Plan a simple budget. Make comparisons between prices when deciding what is best value for money, including for services such as electricity, phones and the internet.</p>	<p>Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. Understanding of germs, hygiene and immunisations.</p>	<p>Ways to manage the increasing responsibilities and emotional effects of life changes. Describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs. Understand why we should all be critical consumers, thinking carefully about how we use our money.</p>
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