

PSHCE Long term plan

PSHCE key concepts (National Curriculum):

- Developing confidence, responsibility and making the most of abilities
- Developing a healthier, safer lifestyle
- Preparing to play an active role as citizens
- Developing good relationships and respecting the difference between people

PSHCE Themes:

Personal Development
Staying Safe (including DATE and e-safety)
Keeping Healthy
Relationships (including SRE)
Citizenship
Finance and the Future

Snainton CE (VC) Primary School - PSHCE Long term plan

Term	Class	YEAR A	YEAR B
AUTUMN 1	Class 1	Personal Development my ideas and feelings	Personal Development taking responsibility
	Class 2/3	Personal Development boosting self esteem and valuing others	Personal Development self confidence and responsible choices
AUTUMN 2 Anti-Bullying week – November	Class 1	Staying Safe physical safety (<i>Link: Road Safety Week – November</i>)	Staying Safe DATE & e-safety
	Class 2/3	Staying Safe physical safety and risk taking (<i>Link: Road Safety Week – November</i>)	Staying Safe DATE & e-safety
SPRING 1	Class 1	Keeping Healthy hygiene and disease	Keeping Healthy healthy eating and physical activity
	Class 2/3	Keeping Healthy hygiene and disease	Keeping Healthy healthy eating and physical activity
SPRING 2	Class 1	Relationships family and friends	Relationships understanding and co-operating with others (+anti-bullying)
	Class 2/3	Relationships growing up	Relationships building positive relationships (+anti-bullying)
SUMMER 1	Class 1	Citizenship my role in school (<i>Link: Fair Trade Week – May</i>) (<i>Link: Local Democracy Week – June</i>)	Citizenship my environment (<i>Link: Fair Trade Week – May</i>)
	Class 2/3	Citizenship local and national (<i>Link: Fair Trade Week – May</i>) (<i>Link: Local Democracy Week – June</i>)	Citizenship global (<i>Link: Fair Trade Week – May</i>) (<i>Link: Local Democracy Week – June</i>)
SUMMER 2	Class 1	Finance and the Future understanding money (<i>Link: Finance Fortnight – June</i>)	Finance and the Future how is money used? (<i>Link: Finance Fortnight – June</i>)
	Class 2/3	Finance and the Future managing money (<i>Link: Finance Fortnight – June</i>)	Finance and the Future thinking about careers (<i>Link: Finance Fortnight – June</i>)

PSHCE medium term plan: YEAR A Class 1 – Reception, Y1, Y2

TERM	Curriculum links	Topic and Learning Outcomes	Suggested resources
Year A AUTUMN 1	1a-d 2 a,c BOS 5b,c,f,g	<p>Personal Development – my ideas and feelings</p> <ul style="list-style-type: none"> • I can listen to other people. • I can recognise and name my feelings • I can express my needs and feelings appropriately • I can deal with their feelings in a positive way • I can recognise and say what I like and dislike • I can recognise and say what is fair and unfair, right and wrong • I begin to recognise the range of human emotions and some ways to deal with these • I understanding the importance of valuing of one’s own body and recognising it’s uniqueness 	
Year A AUTUMN 2	3g BOS 5d,g	<p>Staying Safe – physical safety</p> <ul style="list-style-type: none"> • I recognise the need for safety rules • I know the safety rules in the school, playground and home • I know road safety rules (<i>Road Safety Week – November</i>) • I know fire safety rules • I know water safety rules • I use simple skills which will help to maintain my personal safety • I know there are people and services who can help us 	
Year A SPRING 1	3a,c,e BOS 5d	<p>Keeping healthy - hygiene and disease</p> <ul style="list-style-type: none"> • I can name the main parts of the body • I understand the concept of male and female and can name the main characteristics of boys and girls • I use appropriate language for body parts (Y2: I know the vocabulary of parts of the body in relation to SRE) • I know about the process of growing from young to old • I know the importance of personal hygiene - regular washing, bathing, showering • I know how to look after my body • I know how diseases are spread and how they can be controlled • I can make simple choices to improve my health and well-being 	

<p style="text-align: center;">Year A SPRING 2</p>	<p>2f 3d 4d</p>	<p>Relationships – family and friends</p> <ul style="list-style-type: none"> • I know that there are different types of relationships – family, friends and others • I know that family and friends should care for each other • I know that individuals have rights over their own bodies, and that there are differences between good and bad touching • I know that people can do different things according to age and development and that people grow from young to old • I recognise that peoples’ needs change with age 	
<p style="text-align: center;">Year A SUMMER 1</p>	<p>1b 2a,b,d,e BOS 5c</p>	<p>Citizenship – my role in school</p> <ul style="list-style-type: none"> • I can take part in agreeing class rules • I can express a simple opinion, agreement and disagreement (<i>Local Democracy Week – June</i>) • I can ask questions • I can take part in discussions/simple debate with others about topical issues (<i>Fair Trade Week – May</i>) • I can contribute to the life of the class and the school • I know that I belong to different groups and communities ie school, family • I know that people have needs and recognize my own responsibility to meet those needs 	
<p style="text-align: center;">Year A SUMMER 2</p>	<p>1d,e 2i BOS 5g</p>	<p>Finance and the Future – understanding money</p> <ul style="list-style-type: none"> • I know that money comes from different sources and can be used for different purposes • I know that we have to pay for what we buy • I know some of the essentials that have to be paid for • I know that there are some things people have to buy and other things that we choose to buy • I can explain the difference between needs and wants • I understand individuals and families have to find ways to balance wants and needs • I understand that it may not be possible to have everything you want, straight away, if at all • I can say what I am good at • I can set a simple goal • I can identify positive ways to face new challenges and be prepared for the transition to KS2 	

PSHCE medium term plan: YEAR B

Class 1 – Reception, Y1, Y2

TERM	Curriculum links	Topic and Learning Outcomes	Resources
Year B AUTUMN 1	1b,d 2 d,h 4a BOS 5a,c,f	<p>Personal Development – taking responsibility</p> <ul style="list-style-type: none"> • I can agree and follow rules for my group and classroom • I can recognise that my behaviour affects others • I can say how I can learn from my experiences • I can act independently and take responsibility for my actions • I play a full part in the life of my classroom 	
Year B AUTUMN 2	3f	<p>Staying Safe – DATE & e-safety</p> <ul style="list-style-type: none"> • I understand that all drugs can be harmful if not used properly • I know simple rules about medicines and other substances used in the home, including solvents • I begin to recognise the media’s role in presenting information about medicines, alcohol and smoking • I know that not everything on the internet is true • I know the difference between communicating using email and online in a discussion forum • I know what to do if I find something inappropriate online • I can demonstrate an understanding of E-safety when communicating online 	
Year B SPRING 1	3a,b BOS 5d	<p>Keeping healthy - healthy eating and physical activity</p> <ul style="list-style-type: none"> • I understand what makes a healthy diet • I know how to look after my body • I understand why exercise is important • I can describe what happens to my body when I exercise 	
Year B SPRING 2	4b,c,e BOS 5c,f	<p>Relationships – understanding and co-operating with others (+anti-bullying)</p> <ul style="list-style-type: none"> • I can listen to other people and play or work co-operatively • I can identify and respect similarities and differences between people • I know there are differing types of teasing and bullying • I know bullying is wrong and how to get help 	

<p style="text-align: center;">Year B SUMMER 1</p>	<p>2e,g BoS 5a,c,g</p>	<p>Citizenship – my environment</p> <ul style="list-style-type: none"> • I know what can be harmful to the environment • I know what improves the local environment • I know some ways to look after my environment • I know that other living things have needs and recognize my own responsibility to meet those needs • I know what is meant by human rights (<i>Fair Trade Week – May</i>) 	
<p style="text-align: center;">Year B SUMMER 2</p>	<p>BOS 5d,g</p>	<p>Finance and the Future – how is money used?</p> <ul style="list-style-type: none"> • I begin to understand the real cost of things • I begin to understand that money is a finite resource and needs to be managed • I know that we can pay for things in a range of ways • I can choose a way to pay and consider how the choice might affect me • I know different ways that money can be looked after • I am able to keep simple financial records • I understand that even when not using cash money is being used • I know that “The Lottery”, “Scratch cards” etc are gambling • I understand that the choices we make affect ourselves and others 	

PSHCE medium term plan: YEAR A

Class 2 – Y3, Y4, Y5 & Y6

TERM	Curriculum links	Topic and Learning Outcomes	Resources
Year A AUTUMN 1	1a,b BoS 5b,g	<p>Personal Development – boosting self esteem and valuing others</p> <ul style="list-style-type: none"> • I feel good about myself and my body • I can identify positive things about my own and others' achievements • I can recognise the worth of other people • I can see my mistakes, make amends and set personal goals • I can deal positively with my feelings and recognise a range of emotions in others • I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves 	
Year A AUTUMN 2	3e,f,g BoS 5a,d,g	<p>Staying Safe – physical safety and risk taking</p> <ul style="list-style-type: none"> • I know school rules for health and safety, basic emergency • I know basic emergency aid procedures and where to get help • I know how to keep myself and others safe when using roads (<i>Road Safety Week – November</i>) • I can explain fire safety rules • I can identify and explain how to manage the risks in different familiar situations. • I can take responsibility for my own behaviour and safety and realise that actions have consequences • I know that pressure to behave in an unacceptable or risky way can, come from a variety of sources, including people I know • I have some strategies to cope with peer influence and peer pressure and know how to ask for help 	
Year A SPRING 1	3b BoS 5a,d	<p>Keeping healthy - hygiene and disease</p> <ul style="list-style-type: none"> • I understand the importance of keeping clean • I know how to keep myself clean • I know the importance of taking care of my own body, whilst respecting cultural differences • I understand simple, safe routines to prevent the spread of bacteria and viruses 	

<p style="text-align: center;">Year A SPRING 2</p>	<p>1d 2e 3c 4g</p> <p>BoS 5g,h</p>	<p>Relationships – growing up</p> <ul style="list-style-type: none"> • I can name and explain male and female body parts, relating to SRE • I understand that my body and emotions will change as I grow older • I know the ways in which boys and girls grow and develop in puberty physically • I recognise, as I approach puberty, how to deal with my feelings towards myself, my family and others in a positive way • I can recognize pressure to behave in a risky way • I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable • I know where individuals, families and groups can get help and support 	
<p style="text-align: center;">Year A SUMMER 1</p>	<p>1a 2a,b,g,h 4b</p> <p>BoS 5c</p>	<p>Citizenship – local and national</p> <ul style="list-style-type: none"> • I know about the basic institutions that support democracy locally and nationally (<i>Local Democracy Week – June</i>) • I know why and how rules and laws are made and enforced • I know that circumstances in other countries and cultures may be different from our own • I can investigate a community issue and take action about it • I can research, discuss and debate topical issues, problems and events (<i>Fair Trade Week – May</i>) 	
<p style="text-align: center;">Year A SUMMER 2</p>	<p>1a,f 2j</p> <p>BoS 5d,g,h</p>	<p>Finance and the Future – managing money</p> <ul style="list-style-type: none"> • I can appreciate the real cost of some items and commodities • I can make choices about how money should be spent • I am able to make comparisons between prices when deciding what is the best ‘value for money’ • I know a range of different ways to pay for things, and understand how to use cheques, credit and debit cards etc • I know some methods of payment may involve debt or credit (‘borrowing’) • I know that if you ‘borrow’ you have to pay back more (Muslim Sharia tradition is different) • I can differentiate between manageable and unmanageable debt • I know that it is possible to keep money safe by putting it into an ‘account’ in the bank, building society • I understand how and why people save • I know that there are people who can help me manage my money • I can manage a more complex budget over time 	

PSHCE medium term plan: YEAR B

Class 2 – Y3, Y4, Y5 & Y6

TERM	Curriculum links	Topic and Learning Outcomes	Resources
Year B AUTUMN 1	1a,b,c 2d BoS 5a,i	<p>Personal Development – self confidence and responsible choices</p> <ul style="list-style-type: none"> • I can identify positive things about myself and my achievements • I can set personal goals • I can express my views confidently, when communicating with my peers and adults • I can empathise with other people and situations through topical issues, problems and events • I understand different responsibilities and duties at home, school, and in the community • I can make responsible choices and take action • I can identify positive ways to face new challenges and be prepared for change (eg, transition to secondary school) 	
Year B AUTUMN 2	3d,e BoS 5a,d,g	<p>Staying Safe – DATE & e-safety</p> <ul style="list-style-type: none"> • I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks • I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs • I can identify a range of risks connected to drug situations • I know the dangers from handling discarded syringes and needles • I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know • I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences • I can make decisions and show assertiveness in situations relating to drug use • I know that not everything on the internet is true and know what to do if I access something inappropriate • I understand the need to keep some information private in order to protect myself when communicating online • I begin to recognise how electronic communications may be used for manipulation or persuasion • I understand the issues of plagiarism, copyright and data protection in relation to my work • I can evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online 	

<p style="text-align: center;">Year B SPRING 1</p>	<p>2k 3a 4g</p> <p>BoS 5d,h</p>	<p>Keeping healthy - healthy eating and physical activity</p> <ul style="list-style-type: none"> • I know what makes a healthy lifestyle- the benefits of exercise and healthy eating • I can make informed choices about healthy eating and exercising • I can manage my time to include regular exercise • I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, • I understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders, managing finances etc • I know where individuals, families and groups can get help and support 	
<p style="text-align: center;">Year B SPRING 2</p>	<p>2c,f 4a,c,d,f</p> <p>BoS 5a,f,h</p>	<p>Relationships – building positive relationships (+anti-bullying)</p> <ul style="list-style-type: none"> • I know how my actions affect myself and others • I care about other people’s feelings and try to see things from their point of view • I can identify different types of relationships and show ways to maintain good relationships • I understand that relationships may change over time • I can find strategies to resolve conflicts • I can recognize what bullying behaviour is and where I can get help • I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities • I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression 	
<p style="text-align: center;">Year B SUMMER 1</p>	<p>1a 2a,e,i,j 4b,e,f</p>	<p>Citizenship – global</p> <ul style="list-style-type: none"> • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself • I can recognise and challenge stereotypes • I know about Fair Trade and what it means (<i>Fair Trade Week – May</i>) • I understand that choices we make as individuals, a community and a nation impact internationally • I know that circumstances in other countries and cultures may be different from our own (<i>Local Democracy Week – June</i>) • I am beginning to understand that ‘poverty’ might have different meanings to different people in different circumstances 	

<p style="text-align: center;">Year B SUMMER 2</p>	<p>1a,e 4e</p> <p>BoS 5e,h</p>	<p>Finance and the Future – thinking about careers</p> <ul style="list-style-type: none"> • I can identify my strengths and achievements • I can explain how I will develop skills for work in the future • I know how to find information about careers • I recognise the range of jobs carried out by people I know • I can talk to adults about their jobs • I can distinguish between stereotypical images of work roles • I can investigate job vacancy adverts in newspapers/I know that there are a range of earnings for different jobs • I know what is deducted from earnings and why • I am beginning to understand pensions and insurance 	
---	--	---	--

PSHCE Assessment Grid – Key Stage 2

Developed from learning outcomes and end of key stage statements

Personal Development	Staying Safe (DATE and e-safety)	Keeping Healthy	Relationships (including SRE)	Citizenship	Finance and the Future
<ul style="list-style-type: none"> • Listen to and respect the views of others • Identify personal strengths and achievements • Recognise the worth of others • Identify and handle feelings positively • Explain that their actions have consequences for others • Take on responsibilities at school and home • Describe different beliefs and values in society • Show tolerance towards those different from themselves • 	<ul style="list-style-type: none"> • Explain risks and safety rules in familiar situations • Describe what to do in an emergency • List legal and illegal substances and describe affects and risks • Know to keep personal information private online • Explore their use of the internet (reliability, plagiarism, copyright) • Understand e-communication can be used for manipulation or persuasion • Recognise peer pressure and suggest ways to cope with it • Know where to go to find help 	<ul style="list-style-type: none"> • Explain features of a healthy lifestyle • Describe how to keep clean and avoid spread of diseases • Make choices to adopt a healthy lifestyle • Identify aspects that affect emotional and mental wellbeing • Can discuss the effect of the media on people's wellbeing 	<ul style="list-style-type: none"> • Describe bullying and its consequences • Identify different types of relationship • Show ways to maintain good relationships • Understand and challenge negative and aggressive behaviours • Understand and challenge stereotyping • Name male and female body parts • Discuss physical and emotional changes at puberty • Identify risky behaviour • Understand the influence of peer pressure and suggest ways to resist it • Know where to go to find information and help 	<ul style="list-style-type: none"> • Understand democracy • Know how and why laws are made • Explore circumstances in other countries • Investigate a community issue • Discuss and debate topical issues • Appreciate the range of ethnic identities in the UK • Show tolerance towards others and challenge stereotyping • Understand Human Rights • Know what Fair Trade means 	<ul style="list-style-type: none"> • Know the real cost of common commodities • Understand different ways to pay for things • Understand debit, credit and borrowing • Know how and why to save money • Make informed choices about spending • Identify positive ways to face new challenges • Explore how to develop skills for the future • Discuss a range of jobs • Investigate the range of earning and understand deductions

