



## LONG TERM PLANNING      Key Stage1 & 2 PSHE and SMSC

### PSHE

**Health and Wellbeing:** pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help
- how to respond in an emergency
- to identify different influences on health and wellbeing

**Relationships:** pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships

**Living in the Wider World:** pupils should focus on:

- economic wellbeing and being a responsible citizen' and be taught: about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities



- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise

### SMSC

#### Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

#### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

#### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

#### Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



**EYFS and Key Stage 1**

Autumn	Spring	Summer
<p><b>Reception</b> Settling in to a new setting and being confident without their main carer.  Making new friends</p>	<p>Understanding what is right and wrong  Emotions</p>	<p>Developing independence  Preparing for transition</p>
<p><b>Year 1</b> Relationships  Feelings and emotions  Valuing differences</p>	<p>Health and wellbeing  Healthy lifestyles  Growing and changing</p>	<p>Living in the wider world</p>
<p><b>Year 2</b> Relationships</p>	<p>Living in the wider world</p>	<p>Health and Wellbeing</p>
<b>Lower KS2</b>		
<p><b>Year 3</b> Health and Wellbeing</p>	<p>Relationships</p>	<p>Living in the wider world</p>



<p><b>Year 4</b> Health and Wellbeing</p>	<p>Relationships</p>	<p>Living in the wider world</p>
<p><b>Upper Key Stage 2</b></p>		
<p><b>Year 5</b> New Beginnings School Council  Getting On and Falling Out Anti-bullying Week Road Safety</p>	<p>Going for Goals Teeth Personal Finance  Good To Be Me Drugs</p>	<p>Relationships SRE Sun Safety  Changes My Money Week E-Safety RNLI Water Safety</p>
<p><b>Year 6</b> Life in the wider world <b>Rules, Rights, Responsibilities</b> <b>Caring for the Environment</b></p>	<p>Relationships <b>Caring for the Environment</b> <i>Healthy Relationships</i> <i>Feelings &amp; Emotions</i></p>	<p>Health and Wellbeing <i>Healthy Lifestyles Project</i> <i>(LITWW - Money)</i> <b>SRE - Growing and Changing</b></p>

## Expected Curriculum Outcomes

### KS1 - Year 1 and Year 2

**Health and Wellbeing**

- Describe how to keep fit and healthy and understand basic dental hygiene.
- Share personal successes with their class.
- Use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.
- Understand how to keep myself clean.
- Describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.
- Understand the difference between a secret and a surprise.



- Understand who I can seek help from if they are worried e.g. Teachers, family, friends.

**Relationships**

- Explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.
- Understand how actions may make others feel.
- Recognise from his/her own actions what is fair and unfair, kind and unkind and right and wrong.
- Describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.
- Describe different ways others can be teased or bullied and understand that these are wrong.
- Understand how to resist teasing or bullying and who to go to for help if they witness it.

**Living in the wider world**

- Make a positive contribution to the classroom environment.
- Follow the classroom and school rules.
- Share, take turns and return borrowed items.
- Understand that money comes from different places.
- Understand that money can be used for different purposes. e.g. Spending and saving.
- Understand simple ways to keep money safe and the different ways they can spend it.
- Understand that there are different forms of media. e.g. Newspaper, radio, TV.

**Lower KS2 - Year 3 and Year 4**

**Upper KS2 - Year 5 and Year 6**

**Health and Wellbeing**

- Explain what can affect my health positively and negatively including dental health.
- Share personal successes and describe how I achieved them.
- Use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.
- Understand how and why I should keep themselves clean.
- Describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.
- Understand when it is necessary to share secrets with others so I do not put themselves or others at risk.
- Understands when it is necessary to seek help from others and who I can ask for that help.

**Relationships**

**Health and Wellbeing**

- Explain how the media can have positive and negative impacts upon my health including dental health.
- Share personal successes with the class and set further goals from those achievements.
- I can explain when I have experienced conflicting emotions and how I dealt with the situation.
- Understand the risks of not maintaining good levels of personal hygiene.
- Predict and assess risks in different situations and explain how to manage them responsibly.
- Understand when and how to help others if they feel they are at risk.
- Understand the importance of resisting pressure to do something that is wrong or I feel uncomfortable with and who I can go to for help with this.

**Relationships**

- Recognise a wide range of emotions in others and know when to support them or to seek help from someone else.



- Explain how others are feeling and describe how I can support them.
- Understand how my actions impacts on others and how I can address problems caused.
- Recognise from my own and others actions what is fair and unfair, kind and unkind and right and wrong
- Describe how I am important to others and how I can care for others.
- Understand that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.
- Recognise a dare and understands how to not give in to pressure.

**Living in the Wider World**

- Understand my responsibilities at school.
- Follow the classroom and school rules and works as a role model to younger children.
- Understand how money plays a role in my own and other's lives.
- Explain different ways to manage my money.
- Describe the different cultural, ethnic and religious groups that make up the UK.
- Describe differences between different cultural, ethnic and religious groups.
- Understand that our society has rules and laws which govern us.
- Understand that the media may not always portray the truth.

- Understand that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.
- Recognise from my own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ.
- Show respect to people around me and if necessary constructively challenge their point of view.
- Explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.
- Recognise and challenge stereotypes.

**Living in the Wider World.**

- Fulfil my responsibilities at school in different contexts e.g. The playground, the classroom.
- Follow the classroom and school rules and works as a role model to younger children.
- Have a basic understanding of money concepts. e.g. Tax, interest, loan and debt.
- Develop an initial understanding of how to become a critical consumer.
- Describe the different cultural, ethnic and religious groups that make up the world.
- Explain and understands the need to respect the differing ideas of a range of people in society.
- Understand that rules and laws differ in different parts of the world.
- Understand reasons why the media may present information in different ways.