





# PSHE & RSE

## LONG TERM PLAN

KSI	Cycle 1		Cycle 2	
Autumn 1	Mental health & emotional wellbeing: Feelings		Mental health & emotional wellbeing: Friendship	
Autumn 2	Keeping safe & managing risk: Feeling safe		Keeping safe & managing risk: Indoors & outdoors	
Spring 1	Drug, alcohol & tobacco: Medicines & me		Physical health & wellbeing: What keeps me healthy?	
Spring 2	Physical health & wellbeing: Fun times		Identity, society & equality: Me and others	
Summer 1	Year 1: Drug, alcohol & tobacco: What do we put into & on to bodies?	Year 2: Sex & relationship education: Boys & girls, families	Year 1: Drug, alcohol & tobacco: What do we put into & on to bodies?	Year 2: Sex & relationship education: Boys & girls, families
Summer 2	Year 1: Careers, financial capability & economic wellbeing: My money		Year 1: Careers, financial capability & economic wellbeing: My money	

LKS2	Cycle 1		Cycle 2	
Autumn 1	Physical health & wellbeing: What helps me choose?		Mental health & emotional wellbeing: Strengths & challenges	
Autumn 2	Keeping safe & managing risk: Bullying - see it, say it, stop it		Keeping safe & managing risk: Playing safe	
Spring 1	Drug, alcohol & tobacco: Tobacco is a drug		Physical health & wellbeing: What is important to me?	
Spring 2	Identity, society & equality: Celebrating differences		Identity, society & equality: Democracy	
Summer 1	Year 3: Drug, alcohol & tobacco: Making choices	Year 4: Sex & relationship education: Growing up & changing	Year 3: Drug, alcohol & tobacco: Making choices	Year 4: Sex & relationship education: Growing up & changing
Summer 2	Year 3: Careers, financial capability & economic wellbeing: Saving, spending & budgeting		Year 3: Careers, financial capability & economic wellbeing: Saving, spending & budgeting	

UKS2	Cycle 1		Cycle 2	
Autumn 1	Mental health & emotional wellbeing: Dealing with feelings		Mental health & emotional wellbeing: Healthy minds	
Autumn 2	Keeping safe & managing risk: When things go wrong		Keeping safe & managing risk: Out & about	
Spring 1	Drug, alcohol & tobacco: Different influences		Physical health & wellbeing: In the media	
Spring 2	Identity, society & equality: Stereotypes, discrimination & prejudice		Identity, society & equality: Human rights	
Summer 1	Year 5: Drug, alcohol & tobacco: Weighing up risk	Year 6: Sex & relationship education: Healthy relationships/How a baby is made	Year 5: Drug, alcohol & tobacco: Weighing up risk	Year 6: Sex & relationship education: Healthy relationships/How a baby is made
Summer 2	Year 5: Careers, financial capability & economic wellbeing: Borrowing & earning money		Year 5: Careers, financial capability & economic wellbeing: Borrowing & earning money	



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Year	Mental and physical health and wellbeing
EYFS	<p>Talk about how they and others show feelings. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
KSI	<p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"> <li>- Recognise different types of feelings and how to manage them</li> <li>- Understand change or loss and how this can feel</li> <li>- Discuss the importance of special people in their lives</li> <li>- Talk about making friends and who can help with friendships</li> <li>- Develop strategies for solving problems that arise with friendships</li> </ul> <p><b><u>Physical health</u></b></p> <ul style="list-style-type: none"> <li>- Understand that food is associated with special times, in different cultures and discuss the importance of eating well</li> <li>- Know some active playground games from around the world</li> <li>- Discuss the importance of physical activity, sleep and rest</li> <li>- Talk about sun-safety</li> <li>- Recognise the people who help us to stay healthy and well and talk about basic health and fitness routines</li> </ul>
LKS2	<p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"> <li>- Celebrate achievements and set personal goals</li> <li>- Discuss how to deal with put-downs</li> <li>- Talk about positive ways to deal with set-backs</li> </ul> <p><b><u>Physical health</u></b></p> <ul style="list-style-type: none"> <li>- Describe healthy choices with food and drink</li> <li>- Understand how branding can affect the foods people choose to buy</li> <li>- Discuss ways to keep active and some of the challenges of this</li> <li>- Know why some people may eat or avoid certain foods (religious, moral, cultural or health reasons) and describe other factors that contribute to food choices (ethical farming, fair trade and seasonality)</li> <li>- Understand the importance of getting enough sleep</li> </ul>
UKS2	<p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"> <li>- Discuss a wide range of emotions and feelings and how these are experienced in the body</li> <li>- Describe times of change and how this can make people feel</li> <li>- Talk about the feelings associated with loss, grief and bereavement</li> <li>- Know what mental health is, what can affect it and some ways of dealing with this</li> <li>- Understand some everyday ways to look after mental health</li> <li>- Discuss stigma and discrimination that can surround mental health</li> </ul> <p><b><u>Physical health</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that messages given on food adverts can be misleading</li> <li>- Discuss role models</li> <li>- Understand how the media can manipulate images and this may not reflect reality</li> </ul>



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Year	<i>Keeping safe and managing risk</i>
EYFS	<i>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</i>
KSI	<ul style="list-style-type: none"><li>- <i>Talk about personal safety and safety in familiar situations</i></li><li>- <i>Discuss the people who help to keep them safe outside the home</i></li><li>- <i>Describe ways to keep safe in the home, including fire safety</i></li><li>- <i>Describe ways to keep safe outside the home, including road safety</i></li></ul>
LKS2	<ul style="list-style-type: none"><li>- <i>Recognise bullying and how it can make people feel</i></li><li>- <i>Know the different types of bullying and how to respond to bullying incidents, including what to do if they witness bullying</i></li><li>- <i>Describe how to be safe in their computer gaming habits</i></li><li>- <i>Discuss how to keep safe near roads, rail, water, building sites and around fireworks</i></li><li>- <i>Understand what to do in an emergency and be aware of basic emergency first aid procedures</i></li></ul>
UKS2	<ul style="list-style-type: none"><li>- <i>Explain how to keep safe online</i></li><li>- <i>Know that violence within relationships is not acceptable</i></li><li>- <i>Understand the problems that can occur when someone goes missing from home</i></li><li>- <i>Discuss the feelings of being out and about in the local area with increasing independence</i></li><li>- <i>Describe how to recognise and respond to peer pressure</i></li><li>- <i>Recognise the consequences of anti-social behaviour including gangs and gang-related behaviour)</i></li><li>- <i>Be aware of the importance for girls to be protected against FGM</i></li></ul>



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Year	<i>Identity, society and equality</i>
EYFS	<i>Show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.</i>
KSI	<ul style="list-style-type: none"><li>- <i>Know what makes themselves and others special</i></li><li>- <i>Talk about roles and responsibilities at home and school</i></li><li>- <i>Discuss being co-operative with others</i></li></ul>
LKS2	<ul style="list-style-type: none"><li>- <i>Value the similarities and differences between themselves and others</i></li><li>- <i>Know what is meant by community</i></li><li>- <i>Discuss belonging to groups</i></li><li>- <i>Understand Britain as a democratic society</i></li><li>- <i>Describe how laws are made</i></li><li>- <i>Discuss the role of local council</i></li></ul>
UKS2	<ul style="list-style-type: none"><li>- <i>Show awareness of stereotyping, including gender stereotyping</i></li><li>- <i>Think critically about information received from the media, online, family and friends</i></li><li>- <i>Discuss equality and diversity with role models from an external organisation</i></li><li>- <i>Understand prejudice and discrimination and how this can make people feel</i></li><li>- <i>Talk about migration and the experiences of refugees</i></li><li>- <i>Be aware of human rights and the UN Convention on the Rights of the Child</i></li><li>- <i>Understand the difficulties of being homeless organisations and initiatives that can help</i></li></ul>



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Year	<i>Careers, financial capability and economic wellbeing</i>
KSI	<ul style="list-style-type: none"><li>- Know where money comes from and talk about making choices when spending money</li><li>- Understand saving money and how to keep it safe</li><li>- Discuss the different jobs that people do</li></ul>
LKS2	<ul style="list-style-type: none"><li>- Discuss what influences people's choices about spending and saving money</li><li>- Talk about how people can keep track of their money</li><li>- Know about a range of jobs and identify the skills and attributes needed for different jobs</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Know that money can be borrowed but there are risks associated with this</li><li>- Talk about enterprise, including the skills needed and associated risks and benefits</li><li>- Be aware of what influence's people's decisions about careers</li></ul>



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Year	Drug, alcohol and tobacco education
KSI	<ul style="list-style-type: none"><li>- Understand what can go into and on to bodies and how it can make people feel</li><li>- Know why medicines are taken and where they come from</li><li>- Discuss how to keep themselves safe around medicine</li><li>- Begin to know that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li></ul>
LKS2	<ul style="list-style-type: none"><li>- Know the definition of a drug and that drugs (including medicines) can be harmful to people</li><li>- Understand that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li><li>- Recognise the effects and risks of smoking tobacco and second-hand smoke</li><li>- Discuss the help available for people to remain smoke free or to stop smoking</li><li>- Explain the effects and risks of drinking alcohol</li><li>- Describe the different patterns of behaviour that are related to drug use</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Know the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li><li>- Recognise the different influences on drug use, alcohol, tobacco and nicotine products</li><li>- Discuss strategies to resist pressure from others about whether to use drugs, smoking and alcohol</li><li>- Assess the level of risk in different situations involving drug use and describe ways to manage risk</li></ul>



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Year	Sex and relationship education
KSI	<ul style="list-style-type: none"> <li>- Respect the differences and similarities between people</li> <li>- Understand the biological differences between male and female animals and their role in the life cycle</li> <li>- Describe the biological differences between male and female children</li> <li>- Discuss about growing from young to old and that they are growing and changing</li> <li>- Understand that everybody needs to be cared for and the ways in which they care for others</li> <li>- Recognise different types of family and talk about how their home-life is special</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Discuss the way we grow and change throughout the human lifecycle</li> <li>- Discuss the physical changes associated with puberty</li> <li>- Begin to understand menstruation</li> <li>- Recognise the impact of puberty on physical hygiene and the strategies for managing this</li> <li>- Describe how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>- Develop strategies for dealing with feelings in the context of relationships</li> <li>- Answer each other's questions about puberty with confidence and seek support and advice when they need it</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Understand the changes that occur during puberty, including wet dreams</li> <li>- Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>- Recognise what values are important to them in relationships and appreciate the importance of friendship in intimate relationships</li> <li>- Understand human reproduction in the context of the human lifecycle</li> <li>- Explain how a baby is made and grows (conception and pregnancy)</li> <li>- Describe the roles and responsibilities of carers and parents</li> <li>- Answer each other's questions about sex and relationships with confidence and seek support and advice when they need it</li> <li>- Recognise some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> <li>- Explain how the risk of HIV can be reduced</li> <li>- Know that contraception can be used to stop a baby from being conceived</li> </ul>