



PSHE & RHE Long Term Plan

<u>PSHE & RHE</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	<u>End points</u> • To form good relationships with peers and adults. • To engage others in play and share ideas. • To become more confident with unfamiliar people and in new situations. • To understand expectations of setting and follow rules and routines. • To understand their own feelings and the feelings of others. • To separate from main carer. • To play in a group and play together cooperatively. • To select and use familiar resources independently and unfamiliar with support. • To develop their sense of community- class, setting, school and wider community.					
Reception	<u>End points and Early Learning Goals</u> • To build constructive, respectful relationships with peers and adults. • To confidently play cooperatively with other children, initiating conversations, sharing ideas, taking account of what others say. • To talk about their own needs and feelings and consider the needs and feelings of others. • To see themselves positively and talk about their abilities. • To confidently approach challenges and problem solving activities with resilience and perseverance. • To be able to talk about how they and others show feelings, behavior and its consequences and what behavior is unacceptable. • To understand and follow rules independently, in groups, class and school. • To adjust their behaviour to different situations. • To make independent choices and manage their own needs. • To know the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe. <u>ELG: Personal, social and emotional development</u> <u>Self-Regulation</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.					

PSHE & RHE Long Term Plan

	When planning our PSHE/RHE curriculum, we have identified 'strands of importance'. These are key concepts and ideas plotted throughout the curriculum that pupils will have repeated exposure to. The concepts are progressive and taught at an age appropriate level. These are highlighted throughout: Diverse family structures (including LGBTQ+) Body confidence and the impact of body shaming Challenging stereotypes E-safety and cyberbullying British Values Mental health and wellbeing					
	Autumn 1 Relationships	Autumn 2 Health and Wellbeing	Spring 1 Living in the Wider World	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in the Wider World
Nursery	- To begin to understand that we should love other people in the same way God loves us - To begin to identify special people (e.g. parents, carers, friends) and what makes them special - To begin to understand the importance of the nuclear family and of the wider family - To begin to understand the importance of being close to and trusting of 'special people' and telling them is something is troubling them - To begin to recognise how their behaviour affects other people and that there is appropriate and inappropriate behaviour - To begin to recognise the characteristics of positive and negative relationships - To begin to form good relationships with our peers and familiar adults. TenTen: (Lessons: Role Model, Whos Who?) Black History: - To know who Marcus Rashford is and why he is so famous	- To begin to know that we are each unique, with individual gifts, talents and skills (multiple identities). - To begin to understand that we all have similarities because we are made in God's image, difference is part of God's plan! - To begin to know that our bodies are good and we need to look after them as they were made by God. - The name of the parts of the body - To begin to understand what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene TenTen: (lessons: Handmade with Love, I Am me, Heads Shoulders Knees and Toes, Ready Teddy)	- To begin to understand what a community is, and that God calls us to live in community with one another - To begin to understand that they belong to various communities, such as home, school and place of worship. - To begin to know what it means to be equal - To begin to identify important roles in our community (people who look after us) - To begin to recognise the ways we are different to and the same as others - To begin to understand that being made in His image means being called to be loved and to love others - To begin to know the difference between right and wrong - To begin to know that some people need extra help (disabilities) - To begin to discuss that girls and boys have similar interests (colours) TenTen: (lessons: Loving God, Loving Others)	- To begin to know that name-calling is wrong. - To begin to recognise when they have been unkind to others and say sorry. - To begin to understand that when we are unkind, we hurt God and should say sorry. - To begin to recognise when people are being unkind to them and others and how to respond. - To begin to know that we should forgive like Jesus forgives. - To begin to understand what manners are and how to use them. - To start to show friendly behaviour to others. - To begin to understand how to share nicely with my friends. TenTen: (lessons: You've got a friend in me, Friends Forever)	- To begin to know that we all have different likes and dislikes - To know that it is natural for us to relate to and trust one another - To begin to be able to name and describe their feelings - To begin understand that everyone experiences feelings, both good and bad - To begin to identify simple strategies for managing feelings, emotions and behaviour (specifically anger, sadness and unfairness) - Asking for help is a strength - To begin to understand that we have choices and these choices can impact how we feel TenTen: (lessons: I Like, You Like, We All Like; Good Feelings, Bad Feelings; Let's Get Real)	- To begin to know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. - To begin to know that we have responsibilities in class - To begin to know why our world is special - To begin to know about what harms and what improves the world in which they live (littering and recycling) - To begin to know that we should care for others and for the world we live in - To begin to understand the purpose of money and where it comes from - To begin to understand why voting and the choices I make are important (story time) - To begin to listen to the opinions of others - To begin to understand what the internet is. TenTen: (lessons: Me, You, Us)

PSHE & RHE Long Term Plan

Reception	- To love other people in the same way God loves us. - To identify special people (e.g. parents, carers, friends) and what makes them special - To know the importance of the nuclear family and of the wider family - To know the importance of being close to and trusting of 'special people' and telling them is something is troubling them - To know how their behaviour affects other people and that there is appropriate and inappropriate behaviour - To recognise the characteristics of positive and negative relationships - To continue to form good relationships with our peers and familiar adults. - To know that my family might be different to my peers and I can celebrate that TenTen: (Role Model, Whos Who?) Black History: - To know who Marcus Rashford is and why he is so famous	- To know that we are each unique, with individual gifts, talents and skills (multiple identities). - To begin to understand that difference is part of God's plan! - To understand that our bodies are good, made by God and that we need to look after them - To name parts of the body - To begin to discuss what a healthy lifestyle looks like including exercise, diet, sleep and personal hygiene - To understand that my body changes over time (growing) TenTen: (lessons: Handmade with Love, I Am me, Heads Shoulders Knees and Toes, Ready Teddy?)	- To know what a community is, and that God calls us to live in community with one another - To know that they belong to various communities, such as home, school and place of worship. - To know what it means to be equal - We can disagree but still be kind. - To identify important roles in our community (people who look after us) - To recognise and celebrate the ways we are different to and the same as others - To know that being made in His image means being called to be loved and to love others - To understand the importance of rules (class rules) - To know that some people need extra help (disabilities) - To know that girls and boys have similar interests (colours and toys) TenTen: (lessons: Loving God, Loving Others)	- To know that teasing and name calling is unkind. - To recognise when they have been unkind to others and say sorry. - To recognise that when we are unkind, we hurt God and should say sorry. - To recognise when people are being unkind to them and others and how to respond. - To understand that we should forgive like Jesus forgives. - To continue to understand what manners are and how to use them. - To continue to listen to others and play and work co-operatively. TenTen: (lessons: You've got a friend in me, Forever friends)	- To know that we all have different likes and dislikes, but also similar needs (to be loved and respected, to be safe etc) - To continue to understand that it is natural for us to relate to and trust one another - To develop their description of feelings and respect others' opinions. - To understand that everyone experiences feelings, both good and bad - To continue to develop simple strategies for managing feelings, emotions and behaviour (specifically anger, sadness and unfairness) - Asking for help is a strength - To know that we have choices and these choices can impact how we feel and respond. - To be aware of our own feelings and begin to accept the feelings of others. TenTen: (lessons: I Like, You Like, We All Like; Good Feelings, Bad Feelings; Let's Get Real)	- To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. - To know why our world is special - To know about what harms and what improves the world in which they live (littering and recycling) - To know that we should care for others and for the world we live in - To understand the purpose of money and where it comes from - To begin to understand the term charity and look at a local charities - To know of different devices and some safe apps to play - To begin to understand why voting and the choices I make are important (story time) - To listen to the opinions of others TenTen: (lessons: Me, You, Us)
Year 1	- To know that we should love other people in the same way God loves us. - To identify 'special people' (their parents, carers, friends, religious leader, and others in our community) and what makes them special - To understand the importance of nuclear and wider family	- To learn that we are unique, with individual gifts, talents and skills. - To know that our body is special and amazing and we need to look after it. - To name parts of our bodies- (not including private parts) - To know that everyone has been created by God to be both similar and different - these differences are	- To know that it is important to respect similarities and differences of other people - To understand what a disability is and celebrate this difference - To understand that people can have different religions and faiths - To know that girls and boys	- To begin to understand that people are all different and face challenges - To recognise the different types of teasing and that all bullying is wrong and unacceptable. (include online) - To recognise when they have been unkind and to say sorry and understand how to	- To know that it is natural for us to relate to and trust one another - To understand that we all have differences but also similar needs (to be loved and respected, to be safe etc); - To recognise what makes them special and unique	- To understand that they have a responsibility to care for the school environment (world is special) - To recognise what harms and what improves the world in which they live (littering, recycling and water waste) - To know the difference between needs and wants - To understand how jobs are needed for money

PSHE & RHE Long Term Plan

	- To understand the importance of being close to and trusting special people and telling them if something is troubling them and when not to keep secrets. - To know that families can look different to their own - How their behaviour affects other people, and that there is appropriate and inappropriate behaviour - The characteristics of positive and negative relationships - To discuss how others can make people feel special through kindness. TenTen: (lessons: God Loves us, Special People, Treat Others Well) Black History: - To know who Megan Markle is and why she is significant in today's society	physical, emotional and spiritual - To recognise how to live a healthy lifestyle, including physical activity, dental health and healthy eating - The understand importance of sleep, rest and recreation for our health (screen time) - To recognise who can help us stay healthy (doctors etc) - To know what personal hygiene is and how to keep themselves clean - NSPCC 'Pants Talk' TenTen: (lessons: I am Unique; Girls & Boy's (My Body), Clean & Healthy (My Body)	have similar interests (clothes and sports) - To understand why different rules are needed for different situations (school vs home) - To know what a community is, and that God calls us to live in community with one another (school, places of worship, clubs etc) - To understand that people have different roles and jobs in the community that protect and provide for us - To discuss Jesus' teaching on who is my neighbour. TenTen: (lessons: Who is my Neighbour?; The Communities We Live In)	respond if others are unkind to them. - To know that when we are unkind to others, we hurt God also and should say sorry to him as well - To know that we should forgive like Jesus forgives. - To recognise when they or someone else feels lonely and what to do. - To be able to use manners appropriately without being prompted. TenTen: (lessons: Treat Others Well..., ...and Say Sorry)	- To be able to describe their feelings in more detail and start to explore why they feel this way - To know a number of simple strategies for managing feelings and for good behaviour - To know that choices have consequences and that we can ask for and accept forgiveness TenTen: (lessons: Feelings, Likes and Dislikes; Feelings Inside Out; Super Susie Gets Angry; The Cycle of Life)	- To know that we have responsibilities to care for others and for the world we live in (charity work, recycling etc.) - To know what a website is and talk about some common ones - To know why we need to tell someone if we see something unkind online - To discuss what is good about the internet and how to be safe - To understand that it is wrong to not listen to the opinions of others - To know the importance of class and school rules - To have the responsibility to protect the well-being of others TenTen: (lessons: Who is my Neighbour?; The Communities We Live In)
Year 2	- To love other people in the same way God loves us. - To identify 'special people' (their parents, carers, friends, religious leader, community) and what makes them special - To understand the importance of nuclear and wider family - To understand the importance of being close to and trusting special people and telling them if something is troubling them.	- To names parts of the body (not including private parts) - To understand that everyone has been created by God to be both similar and different - these differences are physical, emotional and spiritual - To know that their bodies are good, special and unique and that we need to look after them - To know how to live a healthy lifestyle, including physical activity, dental health and healthy eating - To understand the importance of sleep, rest and	- To understand that there are different forms of discrimination (race and religion) and why they are wrong - To know that it is important to respect similarities and differences of other people - To understand what a disability is and celebrate this difference - To recognise that everyone has different strengths and interests that are more suitable to different jobs - To know that girls and boys	- To know how important it is to treat people fairly and equally and how harmful bullying can be - To identify different types of teasing and understand that all bullying is wrong and unacceptable. - To recognise when they have been unkind and apologise; to recognise when people are being unkind to them and others and how to respond - To know that when we are unkind to others, we hurt God	- To explain the importance of staying safe online and know that personal data should never be shared with strangers - To know that age restrictions keep us safe - To know how to report anything that you don't like online - To learn that we are unique, with individual gifts, talents and skills. - To understand about change and loss and the feelings associated including death - To be able to understand and discuss their feelings in more	- To understand that they have a responsibility to care for the school environment - To know what harms and what improves the world in which they live (littering, recycling and water waste) - To understand where money comes from and that it has to be used carefully - To know the difference between needs and wants - To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.); - I understand that it is wrong to not listen to the opinions of

PSHE & RHE Long Term Plan

	- To explore different family units and celebrate differences. - To identify ways, they can make others feel special. - To recognise how their behaviour affects other people, and that there is appropriate and inappropriate behaviour - To recognise the characteristics of positive and negative relationships. TenTen: (lessons: God Loves us, Special People) Black History: - To know who Muhammed Ali is and why he is so famous	recreation for physical and mental health - To understand how to maintain personal hygiene - To recognise risk in everyday situations including on the road and at home and who can help (emergency – who in the community) - NSPCC ‘Pants Talk’ TenTen: (lessons:; Girls & Boy's (My Body), Clean & Healthy (My Body)	have similar interests (hobbies and music) - To understand why different rules are needed for different situations (British and school law) - To know what a community is, and that God calls us to live in community with one another (school, places of worship, clubs etc) - To understand that people have different roles and responsibilities within the community (mayor, local council and jobs) - To discuss and understand Jesus’ teaching on who is my neighbour. TenTen: (lessons: Who is my Neighbour?; The Communities We Live In)	also and should say sorry to him as well - To know that we should forgive like Jesus forgives. - To recognise my own emotions and how it controls my behaviour. - To recognise the range of feelings when I face certain consequences. TenTen: (lessons: Treat Others Well..., ...and Say Sorry)	detail and reasons why they feel this way - To discuss physical symptoms when we feel angry, sad, happy and excited - To know how good actions can impact ourselves and others - To know a number of simple strategies for managing feelings and for good behaviour - To know that choices have consequences and that we can ask for and accept forgiveness TenTen: (lessons: Feelings, Likes and Dislikes; Feelings Inside Out; Super Susie Gets Angry; The Cycle of Life)	others - I know the importance of class and school rules and how these keep us safe - To have the responsibility to protect the well-being of others including my friends and family TenTen: (lessons: Who is my Neighbour?; The Communities We Live In)
Year 3	- To identify ways to maintain and develop good, positive, trusting relationships and discuss strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, relatives and family (Online) - To understand my own and others’ feelings and recognize why this is important. - To understand what a non-traditional family looks like. - To understand what a positive family life is and how to care for one another. - To know what to do if I feel unhappy or unsafe at home. - To understand the importance of friendships	- To understand the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do - To know which food is nutritionally rich and why it is important - To know about different forms of physical exercise and how these impact your physical health. - To know who to speak to if they are worried about their physical health. - To recognize that there are different body shapes and sizes and all are beautiful. - To know that everyone’s bodies are different and unique and should be respected. See ‘Change 4 life’ NHS resources. See Jigsaw resources for ‘Healthy Me’ and ‘My amazing	- To recognise that similarities and differences between people arise as they grow and make choices, - To understand what the term diversity means - To understand the importance of having compassion towards others – to be part of a charity or kindness project - To understand that everyone has the right to be free from discrimination - To understand what a refugee is and how we have a duty to look after them - To devise practical ways of loving and caring for others. - To learn about a wider range of stereotypes and how they negatively influence behaviours and attitudes towards others (gender opportunities, roles in the household, education)	- To understand the importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness; - To identify ways to maintain and develop good, positive, trusting relationships and discuss strategies to use when relationships go wrong - That good and respectful friendship is when both persons enjoy each other’s company and also want what is truly best for the other - To know how to seek support if feeling lonely or excluded. - Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying - To understand the risks of communicating online with others not known face-to-face. It is ok to question information we are not	- To understand what self-confidence is and that it arises from being loved (not status, etc). - Recognise strengths and talents - To recognize that emotions change as they grow up (including hormonal effects) - To recognize and understand that feelings can become more intense and discuss ways to manage them - To know what emotional well-being and mental health means and why it is important - To know that positive actions help emotional well-being (beauty, art, etc. lift the spirit) - To understand that talking to trusted people can help emotional well-being (eg parents/carers/teacher/religious leaders).(activity – trusted adult mapping – building resilience) - To recognize that	- To understand that they have shared responsibilities for protecting the environment in school and at home (reduce, reuse, recycle) - To recognise that people make spending decisions based on priorities, needs and wants - To recognise why we have rules and laws and the importance of following these - To understand that we all have freedom to make choices but recognize that I am accountable for my actions and there are consequences - To understand what democracy is and introduce why democracy is important - To know that I have the right to influence decisions in school (school council)

PSHE & RHE Long Term Plan

	of all faiths. TenTen: (Lessons: Friends, Family and others) Black History: To know who Dr Mae Jemison and why she is still so important.	body'. TenTen: (Lessons: We Don't Have to be the Same; Respecting our Bodies)	TenTen: (Lessons: How do I Love Others?)	comfortable with. TenTen: (Lessons: Jesus My Friend, Friends, Family and others, When Things Feel bad)	thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. TenTen: (Lessons: What Am I Feeling?; What Am I Looking at?; I am Thankful)	
Year 4	- To know when to keep something confidential and when to share a secret - To work collaboratively, support others and work inclusively. - To maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong - To challenge stereotypes and negative views towards non-traditional family set ups. - To understand that there are different types of relationships including those between acquaintances, friends, relatives and family - To know what a bystander is - To understand how to look after my family in times of difficulty. TenTen: (Lessons: Friends, Family and others) Black History: - To understand who	- To know what food types are needed to create a healthy and balanced meal - To know the risks of an unbalanced diet and inactive lifestyle - To understand the importance of dental hygiene and regular dentist appointments - To know there are different body shapes and sizes and all are beautiful - To understand the importance of respecting our differences - To know what the term 'body image' means - To know what a 'positive body image' is and its importance. - To learn what the term puberty means and when it could take place (only that body and emotions will change – not details at this stage) - To understand that puberty is part of God's plan for our bodies See 'Change 4 life' NHS resources. See Jigsaw resources for	- To recognise there are human rights that are there to protect everyone (children's rights- UNICEF) - To understand the relationship between rights and responsibilities - To know what a protected characteristic is within British law - To understand the benefits of living in a diverse community and celebrate this (protected characteristics – gender and sexual orientation.) - To recognise the importance of having compassion towards others - To discuss how to recognize discriminatory behaviours and how to respond to this. - To devise practical ways of loving and caring for others. - To understand what a refugee is and how we have a duty to look after them - To learn about a wider range of stereotypes and how they negatively influence behaviours and attitudes towards others (disability,	- To understand the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; - To know that good friendship is when both persons understand physical boundaries (hands and feet) - To identify the difference between a group of friends and a 'clique'. - Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying - To know what peer pressure is and how to respond to this. - To know that it is okay for my friendships to change over time and make new friends. - To understand the risks of communicating online with others not known face-to-face.	- To understand how to send emails and texts safely - To explain what cyberbullying is and what to do if they are a victim or know someone else who is a victim of it - To know who and where to go to for help in their local area - To understand how worry can display itself physically - To know how to respond appropriately to my feelings - To know what emotional well-being and mental health means - Positive actions help emotional well-being (beauty, art, etc. lift the spirit); - Talking to trusted people can help emotional well-being (eg parents/carer/teacher/religious leaders). - Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.	- To understand that we have shared responsibilities for protecting the environment in school and at home (reduce, reuse, recycle and food choices) - To recognise why we have rules and laws and understand the consequences of not adhering to these - To understand that we all have freedom to make choices but recognize that I am accountable for my actions and there are consequences - I know that people may try to persuade my thoughts and know how to challenge this. - To understand what democracy is and why we should be able to discuss and debate different points of view - To understand the importance of making joint decisions through the democratic process. - To know that I have the right to influence decisions in school (school council)

PSHE & RHE Long Term Plan

	Tessa Sanderson was and why she is famous.	'Healthy Me'. Road Safety lessons (delivered by external provider)	race and religion TenTen: (Lessons: How do I Love Others?)	TenTen: (Lessons: Jesus My Friend, Friends, Family and others, When Things Feel bad)		- To know the importance of setting personal goals and develop ambition (careers) - To explain and understand how to save and budget money (Barclays)
Year 5	- To explain what compromise is and why it is important to be able to work collaboratively with others - To understand what homophobia is and what forms homophobia can be presented (derogatory language, stigma, stereotyping, bullying) - To understand what a bystander is and how this can contribute to a homophobic culture - To explore why we need to and how to challenge homophobic attitudes - To understand the impact of homophobic attitudes on people's wellbeing - To explore why the LGBTQ+ community should be celebrated and how (Pride/charity) around the world. - To continue to celebrate traditional and non-traditional families - To understand that marriage and civil partnership is a legal declaration of commitment between two adults who love and care for each other. Black History: To learn about Martin Luther King and why he is so inspirational	- To know what obesity is and the risks on my physical and mental health. - To can explain the importance of personal hygiene and how I can maintain it. (Particularly after exercise and daily routines.) - To know how to promote positive body imagery and confidence and the importance of this personally and for others. - To know what body shaming is and the negative effects it has on people. - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. - Self-confidence arises from being loved by God (not status, etc). Delivered by external company: To know how to make a clear and efficient call to emergency services if necessary. - To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries TenTen: (Lessons: Gifts & Talents;) Road Safety lessons (delivered by external provider)	- To begin to explain some of the issues in society relating to human rights (Child labour/general) - To know the importance of equal rights and the laws around these (protected characteristics – gender and sexual orientation) - To explain what impact discrimination and prejudice can have on people (racism, homophobia) - To recognise ways of responding to discrimination and prejudice if witnessed or experienced - To be aware of current issues around prejudice globally. - To discuss how to apply the 'Principles to Live By' to current issues. (tnten) - To value the different contributions that people and groups make in the wider community (immigrants) - To learn about a wider range of stereotypes and how they negatively influence behaviours and attitudes towards others (roles in society, career choices and expectations) - To discuss strategies to challenge negative stereotypical behaviours. TenTen: (Lessons: Reaching Out)	- To know that God calls us to love others - To understand that pressure comes in different forms, and what those different forms are - To identify strategies that they can adopt to resist pressure. - To discuss and reflect on different scenarios in which it is right to say 'no'. - To know the risks of making friends online and know how to respond if something makes me uncomfortable. (Gaming) - Some messages try to make you angry on purpose - To know who I can trust in the wider community and who I can go to if I am worried. - To understand safe friendship outside of my home and school. TenTen: (Lessons: Is God calling you?, Under Pressure, Do you want a piece of cake?, Self-Talk)	- To can explain the issues and problems relating to safe communication online and what e-safety is and means for how I behave online - I know how to balance screen time with other activities. - The difference between and the impact of harmful and harmless videos and images and how to deal with these - To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; - About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. - To understand the risks of not talking about our feelings with others. TenTen: (Lessons: Body Image; Peculiar Feelings, Emotional Changes, Seeing Stuff Online) School Nurse to deliver: (parental consent needed) - Emotions change as they grow up (including hormonal effects) - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life - Some practical help on how	- To understand that they have shared responsibilities for protecting the environment in school and at home (life choices-waste behaviours, carbon footprint) - To understand that people's spending decisions can affect others and the environment eg. Fair trade, single use plastic and giving to charity) - To recognise why we have rules and laws and understand the consequences of not adhering to these - To explain what it means to be a British citizen and that our society is made up of people with many different viewpoints and attitudes who all need to be treated with respect - Violence or hate is never ok - To understand how citizens can influence decision making through the democratic process (national elections/parliament) - To understand how democracy works in Britain - To develop debating skills to promote fundamental british values - To have resilience around ensuring fairness and justice for all – everyone deserves respect

PSHE & RHE Long Term Plan

					<i>to manage the onset of menstruation.</i>	
Year 6	- To understand how to create a safe and trusting environment and know how to keep myself and others safe from outside influences - To recognize a range of characteristics of a healthy relationship including care, commitment and being there for one another in times of difficulty. - To understand what homophobia is and what forms homophobia can be presented (derogatory language, stigma, stereotyping, bullying) - To recognise what a bystander is and how this can contribute to a hate crime (link to real stories in media) - To explore further the impact of homophobic attitudes and look at the wider consequences - To explore LGBTQ+ charities and support groups in the UK and the positive impact these have - To continue to celebrate traditional and non-traditional families - To compare different weddings from across different faiths, including non-religious weddings. Black History: - To learn about Rosa Parks and the significance of her actions to society today.	- To explain the importance of personal hygiene and how can I maintain it. - To know how a range of substances such as drugs, alcohol and tobacco can affect health. - To understand how to respond to negative peer pressure. - I can explain the risks of sun overexposure and how I can keep safe. - To know how peer and media pressure affect people's body confidence. - To know what a healthy and realistic body image looks like. (inc. beauty, body shape and attitudes, relationship with food.) - To understand the consequences of hurtful behaviour regarding body image and appearances. - To know why it is important to promote positive body imagery and how can this be done. Delivered by external company: To know how to make a clear and efficient call to emergency services if necessary. - To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries See Jigsaw resources for 'Healthy Me'. TenTen: (Lessons: Gifts & Talents; Impacted lifestyles, Making good choices) Road Safety lessons (delivered by external provider)	- To explain some of the issues in society relating to women's rights - To know the importance of equal rights (protected characteristics – gender, disability and sexual orientation) - To explain what impact discrimination and prejudice can have on people (racism and homophobia) - To recognise ways of responding to discrimination and prejudice if witnessed or experienced (avoid bystanding) - To be aware of current issues around prejudice globally. - To discuss how to apply the 'Principles to Live By' to current issues. (tenten) - To value the different contributions that people and groups make in the wider community (immigrants) - To learn about a wider range of stereotypes and how they negatively influence behaviours and attitudes towards others (roles in society, career choices and workplace and that we should not be limited by them) - To discuss strategies to challenge negative stereotypical behaviours. - To know what influences people's decisions about jobs or careers (interests, values, connections, business strengths, teamwork, communication and negotiation) - To discuss the routes into careers - To understand the benefits of voluntary work	- To know that God calls us to love others - Pressure comes in different forms, and what those different forms are - Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; - There are strategies that they can adopt to resist pressure. - Discuss and reflect on different scenarios in which it is right to say 'no'. - To understand how friendships can change over time especially in high school and the benefits of making new friends and having different friends - To discuss strategies for responding to hurtful behavior experienced or witnesses including physical, verbal and online bullying. TenTen: (Lessons: Is God calling you?, Under Pressure, Do you want a piece of cake?, Self-Talk)	- To explain and understand the importance of behaving responsibly when using technology including social media platforms (age restrictions!) - To understand what an online footprint is and how to ensure this is only positive - I can explain how to keep my body safe and where to go to if I have any worries or concerns that my body is being harmed - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves - That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media - To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. - That some behaviour is wrong, unacceptable, unhealthy or risky. - Emotions change as they grow up (including hormonal effects); - To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; - About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. (discuss risks of not talking) - The difference between	- To explain what it means to be a British citizen and that our society is made up of people with many different viewpoints and attitudes who all need to be treated with respect - Violence or hate is never ok/Listening does not mean agreeing - To understand how citizens can influence decision making through the democratic process (national elections/parliament) - To understand how democracy works in Britain - To develop debating skills to promote fundamental British values TenTen: (Lessons: Reaching Out) Transition project: - Managing change and uncertainty - What to expect in High School (specific to high schools – research) - Being prepared and organised - Making new friendships - Mental health awareness - Positive risk taking - Think about careers! https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/

PSHE & RHE Long Term Plan

			TenTen: (Lessons: Reaching Out)		harmful and harmless videos and images; • The impact that harmful videos and images can have on young minds; • Ways to combat and deal with viewing harmful videos and images TenTen: (Lessons: Body Image; Peculiar Feelings, Emotional Changes, Seeing Stuff Online, Sharing isn't always caring, cyberbullying) School Nurse to deliver: (parental consent needed) • Emotions change as they grow up (including hormonal effects) • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life • Some practical help on how to manage the onset of menstruation.	
--	--	--	---------------------------------	--	---	--

How we build pupils resilience to radicalisation:

Our curriculum does this by:

- Promoting British values (democracy, freedom of speech, protected characteristics etc)
- Promoting SMSC (spiritual, moral, social curriculum - teaching about respect, kindness, justice and equality)
- Teaching specific skills and understanding such as belonging and identify, emotional literacy and self-worth, critical thinking and questioning, online safety and influence and knowing how to disagree respectfully.
- Promoting a sense of community and shared values.

This is also built through everyday skills, values, and culture.

We want to help children feel secure, valued, and curious in their learning and confident to question things. Children who feel they belong, can think critically and know how to seek help are far more resilient.