**Aims**

The national curriculum for PSHE/RSE aims to ensure that all pupils know:

## Relationships Education

**Families and people who care for me**

- ❖ That families are important for children growing up because they can give love, security and stability.
- ❖ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family
- ❖ Members, the importance of spending time together and sharing each other's lives.
- ❖ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ❖ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- ❖ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- ❖ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

- ❖ How important friendships are in making us feel happy and secure, and how people choose and make friends.
- ❖ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ❖ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ❖ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ❖ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**

- ❖ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ❖ Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- ❖ The conventions of courtesy and manners.
- ❖ The importance of self-respect and how this links to their own happiness.
- ❖ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- ❖ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- ❖ What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ❖ The importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

- ❖ That people sometimes behave differently online, including by pretending to be someone they are not.  That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.
- ❖ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ❖ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ❖ How information and data is shared and used online.

**Being safe**

- ❖ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ❖ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ❖ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ❖ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ❖ How to recognise and report feelings of being unsafe or feeling bad about any adult.
- ❖ How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- ❖ How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ❖ Where to get advice e.g. family, school and/or other sources.

## Health Education

**Mental wellbeing**

- ❖ That mental wellbeing is a normal part of daily life, in the same way as physical health.
- ❖ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ❖ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ❖ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ❖ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ❖ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ❖ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- ❖ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- ❖ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- ❖ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**

- ❖ That for most people the internet is an integral part of life and has many benefits.
- ❖ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- ❖ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- ❖ Why social media, some computer games and online gaming, for example, are age restricted.
- ❖ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- ❖ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- ❖ Where and how to report concerns and get support with issues online.

**Physical health and fitness**

- ❖ The characteristics and mental and physical benefits of an active lifestyle.
- ❖ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- ❖ The risks associated with an inactive lifestyle (including obesity).
- ❖ How and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

- ❖ What constitutes a healthy diet (including understanding calories and other nutritional content).
- ❖ The principles of planning and preparing a range of healthy meals. H2 H6
- ❖ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol and tobacco**

❖ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

❖ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
❖ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
❖ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
❖ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
❖ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
❖ The facts and science relating to allergies, immunisation and vaccination.

**Basic first aid**

❖ How to make a clear and efficient call to emergency services if necessary.
❖ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing adolescent body**

❖ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
❖ About menstrual wellbeing including the key facts about the menstrual cycle.

**Cycle A**

| EYFS/Year 1 | | |
|---|---|---|
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y1)**<br><br>*Families and friendships*<br>Roles of different people; families; feeling cared for. | **Living in the wider world (Y1)**<br><br>*Belonging to a community*<br>What rules are; caring for others' needs; looking after the environment | **Health and Wellbeing (Y1)**<br><br>*Physical health and mental wellbeing*<br>Food and exercise, hygiene routines; sun safety<br><br>*Growing and changing*<br>Recognising what makes them unique and special; feelings; managing when things go wrong |
| **Key learning objectives**<br><br>*Families and friendships*<br>•About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers<br>• The role these different people play in children's lives and how they care for them<br>• What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.<br>• About the importance of telling someone — and how to tell them — if they are worried about something in their family. | **Key learning objectives**<br><br>*Belonging to a community*<br> • About examples of rules in different situations, e.g. class rules, rules at home, rules outside<br>• That different people have different needs<br>• How we care for people, animals and other living things in different ways<br>• How they can look after the environment, e.g. recycling | **Key learning objectives**<br><br>*Physical health and mental wellbeing*<br>• What it means to be healthy and why it is important<br>• Ways to take care of themselves on a daily basis<br>• About basic hygiene routines, e.g. hand washing<br>• About healthy and unhealthy foods, including sugar intake<br>• About physical activity and how it keeps people healthy<br>• About different types of play, including balancing indoor, outdoor and screen-based play • About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors<br>• How to keep safe in the sun<br><br>*Growing and changing*<br>• To recognise what makes them special and unique including their likes, dislikes and what they are good at<br>• How to manage and whom to tell when finding things difficult, or when things go wrong<br>• How they are the same and different to others<br>• About different kinds of feelings<br>• How to recognise feelings in themselves and others<br>• How feelings can affect how people behave |
| **Curriculum objectives**<br><br>*Families and friendships* PoS Refs: R1, R2, R3, R4, R5 | **Curriculum objectives**<br><br>*Belonging to a community* PoS Refs: L1, L2, L3 | **Curriculum objectives**<br><br>*Physical health and mental wellbeing* PoS Refs: H1, H2, H3, H5, H8, H9, H10<br><br>*Growing and changing* PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 |

**Cycle B**

| EYFS/Year 1 | | |
|---|---|---|
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y1)**<br><br>*Safe relationships*<br>Recognising privacy; staying safe; seeking permission.<br><br>*Respecting ourselves and others*<br>How behaviour affects others; being polite and respectful | **Living in the wider world (Y1)**<br><br>*Media literacy and Digital resilience*<br>Using the internet and digital devices; communicating online<br><br>*Money and Work*<br>Strengths and interests; jobs in the community | **Health and Well Being (Y1)**<br><br>*Keeping safe*<br>How rules and age restrictions help us; keeping safe online |
| **Key learning objectives**<br><br>*Safe relationships*<br>• About situations when someone's body or feelings might be hurt and whom to go to for help<br>• About what it means to keep something private, including parts of the body that are private<br>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)<br>• How to respond if being touched makes them feel uncomfortable or unsafe<br>• When it is important to ask for permission to touch others<br>• How to ask for and give/not give permission<br><br>*Respecting ourselves and others*<br>• What kind and unkind behaviour mean in and out school<br>• How kind and unkind behaviour can make people feel<br>• About what respect means<br>• About class rules, being polite to others, sharing and taking turns | **Key learning objectives**<br><br>*Media literacy and Digital resilience*<br>• How and why people use the internet<br>• The benefits of using the internet and digital devices<br>• How people find things out and communicate safely with others online<br><br>*Money and Work*<br> • That everyone has different strengths, in and out of school<br>• About how different strengths and interests are needed to do different jobs<br>• About people whose job it is to help us in the community<br>• About different jobs and the work people do | **Key learning objectives**<br><br>*Keeping safe*<br>• How rules can help to keep us safe<br>• Why some things have age restrictions, e.g. TV and film, games, toys or play areas<br>• Basic rules for keeping safe online<br>• Whom to tell if they see something online that makes them feel unhappy, worried, or scared |
| **Curriculum objectives**<br><br>*Safe relationships*  PoS Refs: R10, R13, R15, R16, R17<br><br>*Respecting ourselves and others*  PoS Refs: R21, R22 | **Curriculum objectives**<br><br>*Media literacy and Digital resilience*  PoS Refs: L7, L8<br><br>*Money and work*  PoS Refs: L14, L16, L17 | **Curriculum objectives**<br><br>*Keeping safe*  PoS Refs: H28, H34<br>. |

# Pott Shrigley Church School
## PSHE/RSE Long Term Plan

**Cycle A**

| Year 2/3 | | |
|---|---|---|
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y2)** | **Living in the wider world (Y3)** | **Health and Well Being (Y2)** |
| *Families and friendships*<br>Making friends; feeling lonely and getting help<br><br>*Safe relationships*<br>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour<br><br>*Respecting ourselves and others*<br>Recognising things in common and differences; playing and working cooperatively; sharing opinions | *Belonging to a community*<br>The value of rules and laws; rights, freedoms and responsibilities<br><br>*Media literacy and Digital resilience*<br>How the internet is used; assessing information online<br><br>*Money and Work Different jobs and skills*<br>Job stereotypes; setting personal goals | *Why sleep is important*<br>Medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help<br><br>*Growing and changing*<br>Growing older; naming body parts; moving class or year<br><br>*Keeping safe*<br>Safety in different environments; risk and safety at home; emergencies |
| **Key learning objectives**<br><br>*Families and Friendships*<br>• How to be a good friend, e.g. kindness, listening,<br>• About different ways that people meet and make friends<br>• Strategies for positive play with friends, e.g. joining in, including others, etc.<br>• About what causes arguments between friends<br>• How to positively resolve arguments between friends<br>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else<br><br>*Safe relationships*<br>• How to recognise hurtful behaviour, including online<br>• What to do and whom to tell if they see or experience hurtful behaviour, including online<br>• About what bullying is and different types of bullying<br>• How someone may feel if they are being bullied<br>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help<br>• How to resist pressure to do something that feels uncomfortable or unsafe<br>• How to ask for help if they feel unsafe or worried and what vocabulary to use | **Key learning objectives**<br><br>*Belonging to a community*<br>• The reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken #<br>• What human rights are and how they protect people • to identify basic examples of human rights including the rights of children<br>• About how they have rights and also responsibilities<br>• That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn<br><br>*Media and Digital resilience*<br>• How the internet can be used positively for leisure, for school and for work<br>• To recognise that images and information online can be altered or adapted and the reasons for why this happens<br>• Strategies to recognise whether something they see online is true or accurate<br>• To evaluate whether a game is suitable to play or a website is appropriate for their age-group<br>• To make safe, reliable choices from search results | **Key learning objectives**<br><br>*Why is sleep important*<br>• About routines and habits for maintaining good physical and mental health<br>• Why sleep and rest are important for growing and keeping healthy<br>• That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies<br>• The importance of, and routines for, brushing teeth and visiting the dentist<br>• About food and drink that affect dental health<br>• How to describe and share a range of feelings<br>• Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others<br>• How to manage big feelings including those associated with change, loss and bereavement<br>• When and how to ask for help, and how to help others, with their feelings |

| *Respecting ourselves and others*<br>• About the things they have in common with their friends, classmates, and other people<br>• How friends can have both similarities and differences<br>• How to play and work cooperatively in different groups and situations<br>• How to share their ideas and listen to others, take part in discussions, and give reasons for their views | • How to report something seen or experienced online that concerns them e.g. images<br>or content that worry them, unkind or inappropriate communication<br><br>*Money and Work Different jobs and skills*<br><br>• About jobs that people may have from different sectors e.g. teachers, business people, charity work<br>• That people can have more than one job at once or over their lifetime<br>• About common misconceptions and gender stereotypes related to work<br>• To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM<br>• About some of the skills needed to do a job, such as teamwork and decision-making<br>• To recognise their interests, skills and achievements and how these might link to future jobs<br>• How to set goals that they would like to achieve this year e.g. learn a new hobby | *Growing and changing*<br>• About the human life cycle and how people grow from young to old<br>• How our needs and bodies change as we grow up<br>• To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)<br>• About change as people grow up, including new opportunities and responsibilities<br>• Preparing to move to a new class and setting goals for next year<br><br>*Keeping safe*<br>• How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines<br>• How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'<br>• To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger<br>• How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products<br>• About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel<br>• How to respond if there is an accident and someone is hurt<br>• About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say |
| **Curriculum objectives**<br><br>*Friendship*<br>PoS refs: R6, R7, R8, R9, R24<br><br>*Safe relationships*<br>PoS Refs: R11, R12, R14, R18, R19, R20<br><br>*Respecting ourselves and others*<br>PoS Refs: R23, R24, R25 | **Curriculum objectives**<br><br>*Belonging to a community*  PoS Refs: L1, L2, L3<br><br>*Media and Digital resilience*  PoS Refs: L11, L12<br><br>*Money and Work Different jobs and skills*  PoS Refs: L25, L26, L27, L30 | **Curriculum objectives**<br><br>*Why is sleep important*<br>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20<br><br>*Growing and changing*<br>PoS Refs: H20, H25, H26, H27<br><br>*Keeping safe*<br>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27 |

**Cycle B**

| Year 2/3 | | |
|---|---|---|
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y3)**<br><br>*Families and friendships*<br>What makes a family; features of family life<br><br>*Safe relationships*<br>Personal boundaries; safely responding to others; the impact of hurtful behaviour<br><br>*Respecting ourselves and others*<br>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | **Living in the wider world (Y2)**<br><br>*Belonging to a community*<br>Belonging to a group; roles and responsibilities; being the same and different in the community<br><br>*Media literacy and Digital resilience*<br>The internet in everyday life; online content and information<br><br>*Money and Work*<br>What money is; needs and wants; looking after money | **Health and Well being (Y3)**<br><br>*Physical health and Mental wellbeing*<br>Health choices and habits; What affects feelings; expressing feelings<br><br>*Growing and changing*<br>Personal strengths and achievements; managing and reframing setbacks<br><br>*Keeping safe*<br>Risks and hazards; safety in the local environment and unfamiliar places |
| Key learning objectives<br><br>*Families and friendships*<br>• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents<br>• That being part of a family provides support, stability and love<br>• About the positive aspects of being part of a family, such as spending time together and caring for each other<br>• About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty<br>• To identify if/when something in a family might make someone upset or worried<br>• What to do and whom to tell if family relationships are making them feel unhappy or unsafe<br><br>*Safe relationships*<br>• What is appropriate to share with friends, classmates, family and wider social groups including online<br>• About what privacy and personal boundaries are, including online<br>• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision<br>• That bullying and hurtful behaviour is unacceptable in any situation<br>• About the effects and consequences of bullying for the people involved | **Key learning objectives**<br><br>*Belonging to a community*<br>• About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups<br>• About different rights and responsibilities that they have in school and the wider community<br>• About how a community can help people from different groups to feel included<br>• To recognise that they are all equal, and ways in which they are the same and different to others in their community<br><br>*Media literacy and Digital resilience*<br>• The ways in which people can access the internet e.g. phones, tablets, computers<br>• To recognise the purpose and value of the internet in everyday life<br>• To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos<br>• That information online might not always be true | Key learning objectives<br><br>*Physical health and Mental wellbeing*<br>• About the choices that people make in daily life that could affect their health<br>• To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • What can help people to make healthy choices and what might negatively influence them<br>• About habits and that sometimes they can be maintained, changed or stopped.  The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle<br>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally<br>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health<br> • About the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings<br>• About some of the different ways people express feelings e.g. words, actions, body language<br>• To recognise how feelings can change overtime and become more or less powerful. |

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|---|---|---|
| • About bullying online, and the similarities and differences to face-to-face bullying<br>• What to do and whom to tell if they see or experience bullying or hurtful behaviour<br><br>*Respecting ourselves and others*<br>• To recognise respectful behaviours e.g. helping or including others, being responsible<br>• How to model respectful behaviour in different situations e.g. at home, at school, online<br>• The importance of self-respect and their right to be treated respectfully by others<br>• What it means to treat others, and be treated, politely<br>• The ways in which people show respect and courtesy in different cultures and in wider society | *Money and Work*<br>• About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments<br>• How money can be kept and looked after<br>• About getting, keeping and spending money<br>• That people are paid money for the job they do<br>• How to recognise the difference between needs and wants<br>• How people make choices about spending money, including thinking about needs and wants | *Growing and changing Personal strengths and achievements; managing and reframing setbacks*<br>• That everyone is an individual and has unique and valuable contributions to make<br>• To recognise how strengths and interests form part of a person's identity •<br>How to identify their own personal strengths and interests and what they're proud of (in school, out of school)<br>• To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues<br>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.<br><br>*Keeping safe Risks and hazards; safety in the local environment and unfamiliar places*<br>• How to identify typical hazards at home and in school<br>• How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen<br>• About fire safety at home including the need for smoke alarms<br>• The importance of following safety rules from parents and other adults<br>• How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety. |
| **Curriculum objectives**<br><br>*Families and friendships* PoS Refs: R1, R6, R7, R8, R9<br><br>*Safe relationships* PoS Refs: R19, R22, R24, R30<br><br>*Respecting ourselves and others* PoS Refs: R30, R31 | **Curriculum objectives**<br><br>*Belonging to a community*<br>PoS Refs: L2, L4, L5, L6<br><br>*Media literacy and Digital resilience*<br>PoS Refs: L8, L9<br><br>*Money and Work*<br>PoS Refs: L10, L11, L12, L13, L15 | **Curriculum objectives**<br><br>*Health choices and habits; what affects feelings; expressing feelings*<br>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19<br><br>*Growing and changing Personal strengths and achievements; managing and reframing setbacks*<br>PoS Refs: H27, H28, H29<br><br>*Keeping safe Risks and hazards; safety in the local environment and unfamiliar places*<br>PoS Refs: H38, H39, H41<br><br>. |

| Year 4/5/6 | | |
|---|---|---|
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y4)**<br><br>*Families and friendships*<br>Positive friendships, including online<br><br>*Safe relationships*<br>Responding to hurtful behaviour; managing confidentiality; recognising risks online<br><br>*Respecting ourselves and others*<br>Respecting differences and similarities; discussing difference sensitively | **Living in the wider world (Y5)**<br><br>*Belonging to a community*<br>Protecting the environment; compassion towards others<br><br>*Media literacy and Digital resilience*<br>How information online is targeted; different media types, their role and impact<br><br>*Money and Work*<br>Identifying job interests and aspirations; what influences career choices; workplace stereotypes | **Health and wellbeing (Y6)**<br><br>*Physical health and Mental wellbeing*<br>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online<br><br>*Keeping safe*<br>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
| **Key learning objectives**<br><br>*Families and friendships*<br>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests<br>• Strategies to build positive friendships<br>• How to seek support with relationships if they feel lonely or excluded<br>• How to communicate respectfully with friends when using digital devices<br>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know<br>• What to do or whom to tell if they are worried about any contact online<br><br>*Safe relationships*<br>• To differentiate between playful teasing, hurtful behaviour and bullying, including online<br> • How to respond if they witness or experience hurtful behaviour or bullying, including online<br>• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable | **Key learning objectives**<br><br>*Belonging to a community*<br>• About how resources are allocated and the effect this has on individuals, communities and the environment<br>• The importance of protecting the environment and how everyday actions can either support or damage it<br>• How to show compassion for the environment, animals and other living things<br>• About the way that money is spent and how it affects the environment<br>• To express their own opinions about their responsibility towards the environment<br><br>*Media literacy and Digital resilience*<br>• To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise<br>• Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased<br>• That some media and online content promote stereotypes | **Key learning objectives**<br><br>*Physical health and Mental wellbeing*<br> • That mental health is just as important as physical health and that both need looking after<br>• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support<br>• How negative experiences such as being bullied or feeling lonely can affect mental wellbeing<br>• Positive strategies for managing feelings<br>• That there are situations when someone may experience mixed or conflicting feelings<br>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome<br>• To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available<br>• Identify where they and others can ask for help and support with mental wellbeing in and outside school<br>• The importance of asking for support from a trusted adult<br>• About the changes that may occur in life including death, and how these can cause conflicting feelings<br>• That changes can mean people experience feelings of loss or grief<br>• About the process of grieving and how grief can be expressed<br>• About strategies that can help someone cope with the feelings associated with change or loss |

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| • How to manage pressures associated with dares<br>• When it is right to keep or break a confidence or share a secret<br>• How to recognise risks online such as harmful content or contact<br>• How people may behave differently online including pretending to be someone they are not<br>• How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online<br><br>*Respecting ourselves and others*<br>• To recognise differences between people such as gender, race, faith<br>• To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations<br>• About the importance of respecting the differences and similarities between people<br>• A vocabulary to sensitively discuss difference and include everyone | • How to assess which search results are more reliable than others • to recognise unsafe or suspicious content online<br>• How devices store and share information<br><br>*Money and Work*<br>• To identify jobs that they might like to do in the future<br>• About the role ambition can play in achieving a future career<br>• How or why someone might choose a certain career<br>• About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values<br>• The importance of diversity and inclusion to promote people's career opportunities<br>• About stereotyping in the workplace, its impact and how to challenge it<br>• That there is a variety of routes into work e.g. college, apprenticeships, university, training | • To identify how to ask for help and support with loss, grief or other aspects of change<br>• How balancing time online with other activities helps to maintain their health and wellbeing<br>• Strategies to manage time spent online and foster positive habits e.g. switching phone off at night<br>• What to do and whom to tell if they are frightened or worried about something they have seen online<br><br>*Keeping safe*<br>• How to protect personal information online<br>• To identify potential risks of personal information being misused<br>• Strategies for dealing with requests for personal information or images of themselves<br>• To identify types of images that are appropriate to share with others and those which might not be appropriate<br>• That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be<br>• What to do if they take, share or come across an image which may upset, hurt or embarrass them or others<br>• How to report the misuse of personal information or sharing of upsetting content/ images online<br>• About the different age rating systems for social media, T.V, films, games and online gaming<br>• Why age restrictions are important and how they help people make safe decisions about what to watch, use or play<br>• About the risks and effects of different drugs<br>• About the laws relating to drugs common to everyday life and illegal drugs<br>• To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs<br>• About the organisations where people can get help and support concerning drug use<br>• How to ask for help if they have concerns about drug use<br>• About mixed messages in the media relating to drug use and how they might influence opinions and decisions |
| **Curriculum objectives**<br><br>*Families and friendships*  PoS Refs: R10, R11, R12, R13, R18<br><br>*Safe relationships*  PoS Refs: R20, R23, R27, R28<br><br>*Respecting ourselves and others*  PoS Refs: R32, R33 | **Curriculum objectives**<br><br>*Belonging to a community* PoS Refs: L4, L5, L19<br><br>*Media literacy and Digital resilience* PoS Refs: L12, L14<br><br>*Money and Work* PoS Refs: L27, L28, L29, L31, L32 | **Curriculum objectives**<br><br>*Physical health and Mental wellbeing*<br>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24<br><br>*Keeping safe*<br>PoS Refs: H37, H42, H46, H47, H48 |

| Year 6 only | Year 6 only |
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| **Health and Well Being (Y6)**<br><br>*Growing and changing*<br>Human reproduction and birth; increasing independence; managing transitions | **Relationships (Y6)**<br><br>*Families and friendships*<br>Attraction to others; romantic relationships; civil partnership and marriage |
| **Key learning objectives**<br><br>*Growing and changing*<br>• To recognise some of the changes as they grow up e.g. increasing independence<br>• About what being more independent might be like, including how it may feel<br>• About the transition to secondary school and how this may affect their feelings<br>• About how relationships may change as they grow up or move to secondary school<br>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school<br>• Identify the links between love, committed relationships and conception<br>• What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults<br>• How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb<br>• That pregnancy can be prevented with contraception[2]<br>• About the responsibilities of being a parent or carer and how having a baby changes someone's life | **Key learning objectives**<br><br>*Families and friendships*<br>• What it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith<br>• The difference between gender identity and sexual orientation and everyone's right to be loved<br>• About the qualities of healthy relationships that help individuals flourish<br>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart<br>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults<br>• That people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal<br>• How and where to report forced marriage or ask for help if they are worried |
| **Curriculum objectives**<br><br>*Growing and changing*<br>**PoS Refs: H24, H33, H35, H36** | **Curriculum objectives**<br><br>*Families and friendships*<br>**PoS Refs: R1, R2, R3, R4, R5, R7** |

# Pott Shrigley Church School
## PSHE/RSE Long Term Plan

| Year 4/5/6 | | |
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| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y5)**<br><br>*Families and friendships*<br>Managing friendships and peer influence<br><br>*Safe relationships*<br>Physical contact and feeling safe<br><br>*Respecting ourselves and others*<br>Responding respectfully to a wide range of people; recognising prejudice and discrimination | **Living in the wider world (Y6)**<br><br>*Belonging to a community*<br>Valuing diversity; challenging discrimination and stereotypes<br><br>*Media literacy and Digital resilience*<br>Evaluating media sources; sharing things online<br><br>*Money and Work*<br>Influences and attitudes to money; money and financial risks | **Health and wellbeing (Y4)**<br><br>*Physical health and Mental wellbeing*<br>Maintaining a balanced lifestyle; oral hygiene and dental care<br><br>*Growing and changing*<br>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty<br><br>*Keeping safe*<br>Medicines and household products; drugs common to everyday life |
| **Key learning objectives**<br><br>*Families and friendships*<br>• What makes a healthy friendship and how they make people feel included<br>• Strategies to help someone feel included<br>• About peer influence and how it can make people feel or behave<br>• The impact of the need for peer approval in different situations, including online<br>• Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication<br>• That it is common for friendships to experience challenges<br>• Strategies to positively resolve disputes and reconcile differences in friendships<br>• That friendships can change over time and the benefits of having new and different types of friends<br>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable<br>• When and how to seek support in relation to friendships<br><br>*Safe relationships*<br>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations<br>• How to ask for, give and not give permission for physical contact | **Key learning objectives**<br><br>*Belonging to a community*<br>• What prejudice means<br>• To differentiate between prejudice and discrimination<br>• How to recognise acts of discrimination<br>• Strategies to safely respond to and challenge discrimination<br>• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups<br>• How stereotypes are perpetuated and how to challenge this<br><br>*Media literacy and Digital resilience*<br>• About the benefits of safe internet use e.g. learning, connecting and communicating<br>• How and why images online might be manipulated, altered, or faked<br>• How to recognise when images might have been altered<br>• Why people choose to communicate through social media and some of the risks and challenges of doing so<br>• That social media sites have age restrictions and regulations for use<br>• The reasons why some media and online content is not appropriate for children<br>• How online content can be designed to manipulate people's emotions and encourage them to read or share things | **Key learning objectives**<br><br>*Physical health and Mental wellbeing*<br>• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally<br>• What good physical health means and how to recognise early signs of physical illness<br>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary<br>• How to maintain oral hygiene and dental health, including how to brush and floss correctly<br>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health<br><br>*Growing and changing*<br>• How to identify external genitalia and reproductive organs<br>• About the physical and emotional changes during puberty<br>• Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams<br>• Strategies to manage the changes during puberty including menstruation<br>• The importance of personal hygiene routines during puberty including washing regularly and using deodorant<br>• How to discuss the challenges of puberty with a trusted adult<br>• How to get information, help and advice about puberty |

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| • How it feels in a person's mind and body when they are uncomfortable<br>• That it is never someone's fault if they have experienced unacceptable contact<br>• How to respond to unwanted or unacceptable physical contact<br>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about<br>• Whom to tell if they are concerned about unwanted physical contact<br><br>*Respecting ourselves and others*<br>• To recognise that everyone should be treated equally<br>• Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own<br>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia<br>• To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment<br>• The impact of discrimination on individuals, groups and wider society<br>• Ways to safely challenge discrimination<br>• How to report discrimination online | • About sharing things online, including rules and laws relating to this<br>• How to recognise what is appropriate to share online<br>• How to report inappropriate online content or contact<br><br>*Money and Work*<br>• About the role that money plays in people's lives, attitudes towards it and what influences decisions about money<br>• About value for money and how to judge if something is value for money<br>• How companies encourage customers to buy things and why it is important to be a critical consumer<br>• How having or not having money can impact on a person's emotions, health and wellbeing<br>• About common risks associated with money, including debt, fraud and gambling<br>• How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk<br>• How to get help if they are concerned about gambling or other financial risks | *Keeping safe*<br>• The importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug'<br>• That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing<br>• To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects<br>• To identify some of the risks associated with drugs common to everyday life<br>• That for some people using drugs can become a habit which is difficult to break<br>• How to ask for help or advice |
| **Curriculum objectives**<br><br>*Families and friendships*<br>PoS Refs: R14, R15, R16, R17, R18, R26<br><br>*Safe relationships*<br>PoS Refs: R9, R25, R26, R27, R29<br><br>*Respecting ourselves and others*<br>PoS Refs: R20, R21, R31, R33 | **Curriculum objectives**<br><br>*Belonging to a community*<br>PoS Refs: L8, L9, L10, R21<br><br>*Media literacy and Digital resilience*<br>PoS Refs: H37, L11, L13, L15, L16<br><br>*Money and Work*<br>PoS Refs: L18, L22, L23, L24 | **Curriculum objectives**<br><br>*Physical health and Mental wellbeing*<br>PoS Refs: H2, H5, H11<br><br>*Growing and changing*<br>PoS Refs: H30, H31, H32, H34<br><br>*Keeping safe*<br>PoS Refs: H10, H38, H40, H46<br><br>. |

| Year 6 only | Year 6 only |
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| **Health and Well Being (Y6)**<br><br>*Growing and changing*<br>Human reproduction and birth; increasing independence; managing transitions | **Relationships (Y6)**<br><br>*Families and friendships*<br>Attraction to others; romantic relationships; civil partnership and marriage |
| **Key learning objectives**<br><br>*Growing and changing*<br>• To recognise some of the changes as they grow up e.g. increasing independence<br>• About what being more independent might be like, including how it may feel<br>• About the transition to secondary school and how this may affect their feelings<br>• About how relationships may change as they grow up or move to secondary school<br>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school<br>• Identify the links between love, committed relationships and conception<br>• What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults<br>• How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb<br>• That pregnancy can be prevented with contraception[2]<br>• About the responsibilities of being a parent or carer and how having a baby changes someone's life | **Key learning objectives**<br><br>*Families and friendships*<br>• What it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith<br>• The difference between gender identity and sexual orientation and everyone's right to be loved<br>• About the qualities of healthy relationships that help individuals flourish<br>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart<br>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults<br>• That people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal<br>• How and where to report forced marriage or ask for help if they are worried |
| **Curriculum objectives**<br><br>*Growing and changing*<br>**PoS Refs: H24, H33, H35, H36** | **Curriculum objectives**<br><br>*Families and friendships*<br>**PoS Refs: R1, R2, R3, R4, R5, R7** |

**Cycle C**

| Year 4/5/6 | | |
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| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Relationships (Y6)**<br><br>*Safe relationships*<br>Recognising and managing pressure; consent in different situations<br><br>*Respecting ourselves and others*<br>Expressing opinions and respecting other points of view, including discussing topical issues | **Living in the wider world (Y4)**<br>*Belonging to a community*<br>Belonging to a community What makes a community; shared responsibilities<br><br>*Media literacy and Digital resilience*<br>How data is shared and used<br><br>*Money and Work*<br>Making decisions about money; using and keeping money safe | **Health and wellbeing (Y5)**<br>*Physical health and Mental wellbeing*<br>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies<br><br>*Growing and changing*<br>Personal identity; recognising individuality and different qualities; mental wellbeing<br><br>*Keeping safe*<br>Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| **Key learning objectives**<br><br>*Safe relationships*<br>• To compare the features of a healthy and unhealthy friendship<br>• About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong<br>• Strategies to respond to pressure from friends including online<br>• How to assess the risk of different online 'challenges' and 'dares'<br>• How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable<br>• How to get advice and report concerns about personal safety, including online<br>• What consent means and how to seek and give/not give permission in different situations<br><br>*Respecting ourselves and others*<br>• About the link between values and behaviour and how to be a positive role model<br>• How to discuss issues respectfully<br>• How to listen to and respect other points of view<br>• How to constructively challenge points of view they disagree with | **Key learning objectives**<br><br>*Belonging to a community*<br>• The meaning and benefits of living in a community<br>• To recognise that they belong to different communities as well as the school community<br>• About the different groups that make up and contribute to a community<br>• About the individuals and groups that help the local community, including through volunteering and work<br>• How to show compassion towards others in need and the shared responsibilities of caring for them<br><br>*Media literacy and Digital resilience*<br>• That everything shared online has a digital footprint<br>• That organisations can use personal information to encourage people to buy things<br>• To recognise what online adverts look like<br>• To compare content shared for factual purposes and for advertising | **Key learning objectives**<br><br>*Physical health and Mental wellbeing*<br>• How sleep contributes to a healthy lifestyle<br>• Healthy sleep strategies and how to maintain them<br>• About the benefits of being outdoors and in the sun for physical and mental health<br>• How to manage risk in relation to sun exposure, including skin damage and heatstroke<br>• How medicines can contribute to health and how allergies can be managed<br>• That some diseases can be prevented by vaccinations and immunisations<br>• That bacteria and viruses can affect health<br>• How they can prevent the spread of bacteria and viruses with everyday hygiene routines<br>• To recognise the shared responsibility of keeping a clean environment<br><br>*Growing and changing*<br>• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes |

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| • Ways to participate effectively in discussions online and manage conflict or disagreements | • Why people might choose to buy or not buy something online e.g. from seeing an advert<br>• That search results are ordered based on the popularity of the website and that this can affect what information people access<br><br>*Money and Work*<br>• How people make different spending decisions based on their budget, values and needs<br>• How to keep track of money and why it is important to know how much is being spent<br>• About different ways to pay for things such as cash, cards, e-payment and the reasons for using them<br>• That how people spend money can have positive or negative effects on others e.g. charities, single use plastics | • That for some people their gender identity does not correspond with their biological sex<br>• How to recognise, respect and express their individuality and personal qualities<br>• Ways to boost their mood and improve emotional wellbeing<br>• About the link between participating in interests, hobbies and community groups and mental wellbeing<br><br>*Keeping safe*<br>• To identify when situations are becoming risky, unsafe or an emergency<br>• To identify occasions where they can help take responsibility for their own safety<br>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour<br>• How to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services<br>• That female genital mutilation (FGM) is against British law[1]<br>• What to do and whom to tell if they think they or someone they know might be at risk of FGM |
| **Curriculum objectives**<br><br>*Safe relationships*<br>PoS Refs: R26, R28, R29<br><br>*Respecting ourselves and others*<br>PoS Refs: R30, R34 | **Curriculum objectives**<br><br>*Belonging to a community* PoS Refs: L4, L6, L7<br><br>*Media literacy and Digital resilience*<br>PoS Refs: L13, L14<br><br>*Money and Work Making decisions about money*<br>PoS Refs: L17, L19 L20, L21 | **Curriculum objectives**<br><br>*Physical health and Mental wellbeing*<br>PoS Refs: H8, H9, H10, H12<br><br>*Growing and changing*<br>PoS Refs: H16, H25, H26, H27<br><br>*Keeping safe*<br>PoS Refs: H38, H43, H44, H45 |

| Year 6 only | Year 6 only |
|---|---|
| **Health and Well Being (Y6)**<br><br>*Growing and changing*<br>Human reproduction and birth; increasing independence; managing transitions | **Relationships (Y6)**<br><br>*Families and friendships*<br>Attraction to others; romantic relationships; civil partnership and marriage |
| **Key learning objectives**<br><br>*Growing and changing*<br>• To recognise some of the changes as they grow up e.g. increasing independence<br>• About what being more independent might be like, including how it may feel<br>• About the transition to secondary school and how this may affect their feelings<br>• About how relationships may change as they grow up or move to secondary school<br>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school<br>• Identify the links between love, committed relationships and conception<br>• What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults<br>• How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb<br>• That pregnancy can be prevented with contraception[2]<br>• About the responsibilities of being a parent or carer and how having a baby changes someone's life | **Key learning objectives**<br><br>*Families and friendships*<br>• What it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith<br>• The difference between gender identity and sexual orientation and everyone's right to be loved<br>• About the qualities of healthy relationships that help individuals flourish<br>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart<br>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults<br>• That people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal<br>• How and where to report forced marriage or ask for help if they are worried |
| **Curriculum objectives**<br><br>*Growing and changing*<br>**PoS Refs: H24, H33, H35, H36** | **Curriculum objectives**<br><br>*Families and friendships*<br>**PoS Refs: R1, R2, R3, R4, R5, R7** |