

PSHE/RSE Long term plan- St Barnabas MAT- Year A

What is being covered in each Year Group and at which point of the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What is the same and different about us? (Year1)	How do we recognise our feelings? (Year 2)	What is bullying? (Year 2) Online Safety Link	What can we do with money? (Year 1)	Who helps to keep us safe? (Year 1) Online Safety Link	What helps us grow and stay healthy? (Year 2)
Year 3/4	How can we be a good friend? (Year 3)	How do we treat each other with respect? (Year 4) Online Safety Link	How can we manage our feelings? (Year 4)	What makes a community? (Year 3)	Why should we eat well and look after our teeth? (Year 3)	How can we manage risk in different places? (Year 4) Online Safety Link
Year 5/6	What makes up a person's identity? (Year 5) Online Safety Link	How can friends communicate safely? (Year 5) Online Safety Link	How can we keep healthy as we grow? (Year 6)	How can the media influence people? (Year 6) Online Safety Link	How can drugs common to everyday life affect health? (Year 5)	What will change as we become more independent? How do friendships change as we grow? (Year 6)

Relationships

Health and Wellbeing

Living in the Wider World

Half Term/ Key Question Year 1/2	In this unit of work, pupils learn...
Autumn 1 What is the same and different about us?	<ul style="list-style-type: none">• what they like/dislike and are good at• what makes them special and how everyone has different strengths• how their personal features or qualities are unique to them• how they are similar or different to others, and what they have in common• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Autumn 2 How do we recognise our feelings?	<ul style="list-style-type: none">• how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it
Spring 1 What is bullying? Online Safety Link	<ul style="list-style-type: none">• how words and actions can affect how people feel• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe

	<ul style="list-style-type: none"> • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
<p>Spring 2 What can we do with money?</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
<p>Summer 1 Who helps to keep us safe?</p> <p>Online Safety Link</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
<p>Summer 2 What can help us grow and stay healthy?</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health,

	<p>including dental health</p> <ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
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Half Term/ Key Question Year 3/4	In this unit of work, pupils will learn . . .
Autumn 1 How can we be a good friend?	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and

	<p>strategies to include them</p> <ul style="list-style-type: none"> • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
<p>Autumn 2 How do we treat each other with respect?</p> <p>Online Safety Link</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
<p>Spring 1</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings

<p>How can we manage our feelings?</p>	<ul style="list-style-type: none"> • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<p>Spring 2 What makes a community?</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
<p>Summer 1 How should we eat well and look after our teeth?</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care

<p>Summer 2</p> <p>How do we manage risk in different places?</p> <p>Online Safety Link</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

<p>Half Term/ Key Question</p> <p>Year 5/6</p>	<p>In this unit of work, pupils will learn . . .</p>
<p>Autumn 1</p> <p>What makes up a person's identity?</p> <p>Online Safety Link</p>	<p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies,

	<p>likes/dislikes)</p> <ul style="list-style-type: none"> • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
<p>Autumn 2 How can friends communicate safely? Online Safety Link</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
<p>Spring 1</p>	<ul style="list-style-type: none"> • how mental and physical health are linked

How we keep healthy as we grow?

- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal
 - » how to stay physically active
 - » how to maintain good dental health, including oral hygiene, food and drink choices
 - » how to benefit from and stay safe in the sun
 - » how and why to balance time spent online with other activities
 - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
 - » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss

concerns with a trusted adult

- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹

Spring 2
How can the media influence people?

[Online Safety Link](#)

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue

	<ul style="list-style-type: none"> • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
<p>Summer 1 How can drugs common to everyday life affect health?</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs
<p>Summer 2</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives,

What will change as we become more independent?
How do friendships change as we grow?

- including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Highlighted in yellow- Can be withdrawn from.