


# HGPS PSHE Long Term Plan

## Essence / Fluency: Respect for ourselves and for others

This long term plan is based on the **PSHE association scheme of work** and complies with RSE draft guidance (new materials are expected Sept 2019)

PSHE should be an integral part of the curriculum delivering weekly and on-going. It may also respond to needs and contextual situations as arise in class.

	Autumn			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Year 1	know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).(H1)  know about basic personal hygiene routines and why these are important. (H6/7)	can recognise what I am good at and set simple goals. (H3)  know how it feels when there is change or loss. (H5)  Lucinda and Godfrey – First Day at School (4 sessions)	know that household products, including medicines, can be harmful if not used correctly. (H11)  know how to ask for help if I am worried about something. (H13/14/15)	can recognise how other people are feeling. (R1)  can share my own feelings with others. (R1)	know the importance of not keeping secrets that make me feel uncomfortable, anxious or afraid. (R3)  can name special people in my life. (R9)	can share my views and opinions with others. (R5)  know the importance of respecting the differences and similarities between people. (R8)	know the class rules and why they are important. (L1/2)  know that everybody is unique. (L8)  know the ways we are the same as other people. (L9)	know how to look after the local environment. (L5)	know where money comes from and what it is used for. (L6/7)  know about spending and saving money. (L6/7)  know how to keep money safe. (L6/7)
	know how to make healthy choices. (H2)  can identify different kinds of feelings. (H4)  can use simple strategies to manage my feelings. (H4)	can recognise what I am good at and set simple goals. (H3)  know about growing, changing and becoming more independent. (H8/9)  can use the correct names for the main parts of the body of boys and girls. (H10)	know about rules for keeping safe (in familiar and unfamiliar situations). (H12)  know how to ask for help if I am worried about something. (H13/14/15)  know about privacy in different contexts. (H16)	know about different types of behaviour and how this can make others feel. (R2/R4/R12)  know that bodies and feelings can be hurt. (R11)	know how to listen to others and play cooperatively. (R6/7)  know about appropriate and inappropriate touch. (R10)  know that hurtful teasing and bullying is wrong. (R13/14)  know what to do if teasing and bullying is happening. (R13/14)	can share my views and opinions with others. (R5)  know the importance of respecting the differences and similarities between people. (R8)	know the class rules and why they are important. (L1/2)  know the importance of respecting the needs of ourselves and others. (L3)  know about groups and communities that they belong to. (L4)  know about the people who work in their community. (L10)  know how to get their help, including in an emergency. (L10)	know how to look after the local environment. (L5)	know where money comes from and what it is used for. (L6/7)  know about spending and saving money. (L6/7)  know how to keep money safe. (L6/7)

Year 3	<p>know what makes up a balanced diet. (H3)</p> <p>know about opportunities I have to make my own choices about food. (H3)</p> <p>know about what influences my choices about food. (H3)</p> <p>know what a habit is. (H16)</p> <p>know how habits can be hard to change. (H16)</p>	<p>can recognise my achievements and set personal targets for the future. (H5)</p> <p>can identify a wider range of feelings, both good and not so good.(H6/7)</p> <p>know that people can experience conflicting feelings at the same time. (H6/7)</p> <p>can describe my feelings to others. (H6/7)</p> <p>Lucinda and Godfrey – The Birthday Party (4 sessions)</p>	<p>know the importance of school rules for health and safety. (H15)</p> <p>know how to get help in an emergency. (H15)</p> <p>know about people who help us to stay healthy and safe. (H23)</p>	<p>know about different types of behaviour and how this can make others feel. (R1)</p> <p>know that bodies and feelings can be hurt. (R1)</p> <p>know about people who help us to stay healthy and safe. (H23)</p>	<p>know how to listen to others and play cooperatively. (R11)</p> <p>know about appropriate and inappropriate touch. (R2/4)</p> <p>know that hurtful teasing and bullying is wrong. (R2/4)</p> <p>know what to do if teasing and bullying is happening. (R2/4)</p>	<p>can share my views and opinions with others. (R14/18)</p> <p>know the importance of respecting the differences and similarities between people. (R14/18)</p>	<p>know the class rules and why they are important. (L1)</p> <p>know the importance of respecting the needs of ourselves and others. (L1)</p> <p>know about groups and communities that they belong to. (L9/10)</p> <p>know about the people who work in their community. (L9/10)</p> <p>know how to get their help, including in an emergency. (L9/10)</p>	<p>know how to look after the local environment. (L7)</p> <p>know where money comes from and what it is used for. (L16)</p> <p>know about spending and saving money. (L16)</p> <p>know how to keep money safe. (L16)</p>	
Year 4	<p>know what makes a 'balanced lifestyle'. (H1/2)</p> <p>know about making choices in relation to health. (H1/2)</p> <p>know drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco). (H17)</p> <p>know how the spread of infection can be prevented. (H12)</p>	<p>can recognise my achievements and set personal targets for the future. (H5)</p> <p>know the changes that happen at puberty. (H18)</p> <p>Lucinda and Godfrey – Telling Someone (4 sessions)</p>	<p>know how to keep safe in the local environment. (H21)</p> <p>know how to keep safe online. (H22/25)</p>	<p>know about the concept of keeping something confidential or secret. (R9)</p> <p>know when I should or should not agree to keep a secret. (R9)</p> <p>can recognise and manage dares. (R15)</p>	<p>know the difference between acceptable and unacceptable physical contact. (R8)</p> <p>know how to respond to unacceptable physical contact. (R8)</p> <p>know how to solve disputes and conflict. (R12)</p>	<p>know how to listen and respond respectfully to a wide range of people. (R10)</p> <p>can share my points of view. (R10)</p>	<p>can discuss and debate issues concerning health and wellbeing. (L1)</p> <p>can appreciate difference and diversity (people living in the UK). (L11)</p> <p>know about the values and customs of people around the world. (L12)</p>	<p>know about the sustainability of the environment across the world. (L15)</p>	<p>understand the role of money. (L13)</p> <p>know ways of managing money (budgeting and saving). (L13)</p> <p>understand the words 'interest' and 'loan'. (L14)</p>
Year 5	<p>know what positively and negatively affects health and wellbeing (including mental and emotional health). (H1/2)</p> <p>know how to make informed choices that</p>	<p>know different ways of achieving and celebrating personal goals. (H5)</p> <p>know how having high aspirations can support personal achievements. (H5)</p>	<p>know about strategies for staying safe in the local environment. (H21)</p> <p>know about strategies for staying safe online. (H22/25)</p>	<p>know how to respond appropriately to the feelings of others. (R1)</p>	<p>know the consequences of my actions on myself and others. (R7)</p> <p>know how to work collaboratively toward shared goals. (R11)</p>	<p>can listen respectfully to others but raise concerns and challenge points of view when necessary. (R10)</p>	<p>can research, discuss and debate issues concerning health and wellbeing. (L1)</p> <p>know why and how laws are rules and laws are made. (L2)</p>	<p>know about different kinds of responsibilities at home, school, community and the environment. (L7)</p>	<p>know how finance plays an important part in people's lives. (L13)</p> <p>know about being a critical consumer. (L13)</p>

	<p>contribute to a 'balanced lifestyle'. (H1/2)</p> <p>know about the benefits of a balanced diet. (H3)</p> <p>know about different influences on food and diet. (H3)</p> <p>know about developing skills to help make my own choices about food. (H3)</p>	<p>can describe the range and intensity of my feelings to others. (H6/7)</p> <p>know how to manage complex or conflicting emotions. (H6/7/8)</p> <p>Lucinda and Godfrey – Growing and Changing (4 sessions)</p>	<p>know the consequences of sharing pictures of myself and others online. (H22/25)</p> <p>know how to stay safe when using a mobile phone. (H24)</p>		<p>can use negotiation and compromise strategies to resolve disputes and conflict. (R12)</p> <p>can give helpful feedback and support to others. (R12)</p>		<p>know how to take part in making and changing rules. (L2)</p> <p>know how anti-social behaviours can affect wellbeing. (L6)</p> <p>know how to handle, challenge or respond to antisocial or aggressive behaviours. (L6)</p> <p>know about resolving differences, respecting different points of view and making my own decisions. (L8)</p>	<p>understand the words 'interest', 'loan', 'debt'. (L14)</p> <p>know the importance of looking after money, including managing loans and debts. (L14)</p> <p>know that people pay 'tax' to contribute to society. (L14)</p>
Year 6	<p>know how images in the media can distort reality and can affect how people feel about themselves. (H4)</p> <p>know about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco). (H17)</p>	<p>know about different ways of achieving and celebrating personal goals. (H5)</p> <p>know how having high aspirations can support personal achievements. (H5)</p> <p>know about the changes that happen at puberty (recap learning from Year 4). (H18)</p> <p>know about human reproduction in the context of the human lifecycle. (H19)</p> <p>know how a baby is made and how it grows. (H19)</p> <p>know about roles and responsibilities of parents and carers. (H19)</p>	<p>know about independence, increased responsibility and keeping safe. (H9/10/11)</p> <p>know strategies for managing risk. (H9/10/11)</p> <p>know about different influences on behaviour, including peer pressure and media influence. (H13/14)</p> <p>know how to resist unhelpful pressure and ask for help. (H13/14)</p> <p>understand my right to protect my body. (H20)</p> <p>know that female genital mutilation (FGM) is physical abuse and is illegal and the importance of speaking out about it. (H20)</p>	<p>know about confidentiality and when it is necessary to break a confidence. (R9)</p>	<p>know about different types of relationships (friends, families, couples, marriage, civil partnership). (R2/4)</p> <p>know what constitutes a positive, healthy relationship and the skills needed to maintain it. (R2/4)</p> <p>can recognise when a relationship is unhealthy. (R3)</p> <p>know about committed loving relationships (including marriage and civil partnership). (R5/R19)</p> <p>know that marriage, arranged marriage and civil partnership is between two people who willingly agree. (R6/20)</p>	<p>can listen respectfully to others but raise concerns and challenge points of view when necessary. (R10)</p> <p>know about the factors that make people the same or different. (R13/16/17)</p> <p>can recognise and challenge 'stereotypes'. (R13/16/17)</p> <p>know about the correct use of the terms sex, gender identity and sexual orientation. (R13/16/17)</p> <p>know about discrimination, teasing, bullying and aggressive behaviour and its effect on others. (R14/18)</p>	<p>can research, discuss and debate issues concerning health and wellbeing. (L1)</p> <p>know about the importance of human rights (and the Rights of the Child). (L3/4)</p> <p>know about the UN declaration on the Rights of the Child. (L3/4)</p> <p>know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights. (L5)</p> <p>know that human rights overrule any beliefs, ideas or practices that harm others. (L3/4)</p> <p>know about what it means to be a part of a community. (L9/10)</p>	<p>know what it takes to set up an enterprise. (L16)</p> <p>know about what enterprise means for work and society. (L16)</p>

		<p>I know that pregnancy can be prevented. (H19)</p> <p>Lucinda and Godfrey – Growing and Changing (4 sessions)</p>	<p>I know about who is responsible for my health and wellbeing. (H23)</p> <p>I know where to get help advice and support. (H23)</p>		<p>I know that to force anyone into marriage (forced marriage) is illegal and the importance of speaking out about it. (R6/20)</p> <p>I know about judging whether physical contact is acceptable or unacceptable and how to respond. (R8)</p> <p>I know about the importance of keeping personal boundaries and the right to privacy. (R21)</p>		<p>I know about different groups / individuals that support the local community. (L9/10)</p> <p>I know about the role of voluntary, community and pressure groups. (L9/10)</p> <p>I can be critical of what I see and read in the media. (L17/18)</p> <p>I can critically consider information I choose to forward to others. (L17/18)</p>	
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