



## PSHE & RHE Long term Plan

Starting this academic year, in September 2021 all children have to be taught Relationships and Health education at the primary age. Our children have been learning much of this in their PSHE lessons, but there have been some amendments, so this new plan identifies what content is being taught now and in what classes.

PSHE & Relationship & Health Education is taught weekly in classes, throughout the year. Many of our PHSE resources come from the Laughology schema which is designed to teach children how to be the best that they can be. Within this scheme many aspects of the relationship curriculum are covered. The other units are custom designed by our school staff, to meet what we consider the needs of our school cohorts, they are bespoke and these meet the remaining requirements of the Relationships and Health education syllabus. The content in the relationships and health education curriculum is compulsory, there is some elements that fall under the 'sex education' focus and these are non-compulsory. Please see the RHE Policy for more information about your right to withdraw. Please note it is only the sections in red that you can opt out of, as all of the other content is national curriculum expectations.

The questions underneath each title are some of the key questions that will be covered in that unit. Please note the precise questions and exact planning for each unit will change dependant on cohort, but the themes and content will remain the same.

Cycle A = 2021/22

Cycle B = 2022/23

	Willow Class	Birch Class	Sycamore Class	Oak Class
<b>Autumn 1 Cycle A</b>	<b>Philosophy 4 Children</b> The content of these sessions will be chosen by teachers based upon the needs of their class.	<b>Philosophy 4 Children</b> The content of these sessions will be chosen by teachers based upon the needs of their class.	<b>Philosophy 4 Children</b> The content of these sessions will be chosen by teachers based upon the needs of their class.	<b>Philosophy 4 Children</b> The content of these sessions will be chosen by teachers based upon the needs of their class.
<b>Autumn 2 Cycle A</b>	<b>Self-Confidence (FS)</b> What is confidence and what does it look like? How do we become more confident? What should I do when I want to give up? What should I do when I find things tricky? How do we know if people are feeling confident? How have I improved my confidence at home and in school?	<b>Self-Confidence (Yr1)</b> What is confidence and how can I show it? Who can help me to show a 'can-do' attitude when I find things tricky? How can I be independent? Can I push myself to complete a challenge? How can I complete tasks without the help of a grown up? How have I become more independent recently?	<b>Self-Confidence (Yr4)</b> Why am I awesome? How can I use my body language to show I am confident? Can I recognise a 'can-do' attitude in others? Can I push myself to complete a challenge? How can I complete tasks without the help of an adult or a classmate? How have I become more independent recently?	<b>Self-Confidence (Yr6)</b> How have I become more independent recently? Can I think of things that I can be doing now to be confident and awesome in the future? Can I show positive self-talk and mind chatter? Can I push myself to complete a challenge? What is confidence and what does it look like? How can I show that I understand the effect of mind chatter, self-talk and limiting beliefs?
<b>Spring 1 Cycle A</b>	<b>Achievement &amp; Success (FS)</b> What have I already achieved in my life? What is a goal and how do I achieve it? Can I help others to achieve a goal? What can I do when something is not working? How will I know if I have achieved a goal? What have I achieved at home?	<b>Achievement &amp; Success (Y2)</b> What is achievement? What would I like to achieve in the future? Why is it important to not give up? How does it feel to help others be successful? Can I help others to achieve? Can I explain to others how to be successful?	<b>Achievement &amp; Success (Y4)</b> What is achievement and success? Can I make a plan that will lead to greater success? Why is it important to not give up? Why is it important to fail, in order to be successful? Can I work in a team to be successful? Can I explain to others how to be successful?	<b>Achievement &amp; Success (Y5)</b> How do people set targets? Why is it important to set SMART personal targets? What can we learn from others about achievement and success? Can we work as a team to achieve success? Can I show resilience? Can I explain to others how to be successful?
<b>Spring 2 Cycle A</b>	<b>Positive Relationships (FS)</b> What is belonging & how do I know how I belong? How can I tell how others are feeling? Why do fun & laughter feel good with others? How can I play with, and love, others? How can I help others and what does it mean to be part of something bigger?	<b>Positive Relationships (Y1)</b> How can I make others belong and be a good friend? How can I be a good friend and show empathy? What is my role in a friendship and what can I do to resolve conflict? How can we resolve conflict?	<b>Positive Relationships (Y3)</b> Can I reflect on the positive relationships in my life? What is my role in creating positive relationships in school? What is my role in a friendship and what can I do to resolve conflict? What is the importance of positive relationships?	<b>Positive Relationships (Y6)</b> Can I reflect on positive relationships in my life? Why should we aim to have positive relationships with people? Where would you find positive relationships and why are they so important in the workplace?



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	How have I worked on my positive relationships at home?	How can I help others and what does it mean to be part of something bigger? Can I identify ways in which a friend adds to the positive relationships with the school?	Where would you find positive relationships and what helps you feel like you belong? Can I identify ways in which a member of my family adds to the positive relationships within my home?	Can I reflect on my personal positive attributes and set targets of areas that I would like to improve? Can I reflect on the positive attributes of others? Why is it important to recognise the positive attributes of others and to thank them?
Summer 1 Cycle A	<b>Emotional Wellbeing - Fair vs Unfair</b>	<b>Physical Health &amp; wellbeing - Medicines</b>	<b>Relationships &amp; Sex - Puberty (Yr 4 only) Year 3 see Cycle B First Aid</b>	<b>Physical health &amp; WB – Drugs &amp; Uses</b>
	What do we mean by being fair/unfair? What are rules and why do we have them? What laws do we have to live by at home and at school? What happens if a rule is broken? What is bullying? Is bullying fair?	What do our bodies need in them every day? What do we mean by a medicine? Why do some people have to take medicine? How do I know if I need medicine? Are medicines good or are they bad? What are the safety rules for medicines?	What do we mean by personal boundaries and body privacy? What do we mean by consent? How do boys and girls bodies differ as they grow up? What does it mean to go through puberty? What effect will this have on my body? How will I feel when I reach puberty? What is a period? (introduction)	What are drugs and what do they do to our body (medicines & drugs). How and why do people use drugs? Why are some drugs illegal? What are some of the benefits and risks of taking drugs? Which every day substances contain drugs? What effect do drugs like caffeine have on our bodies? Why do people smoke/vape? When do everyday substances become dangerous?
Summer 2 Cycle A	<b>Keeping safe &amp; Managing Risk – Keeping us safe!</b>	<b>Relationships &amp; Sex Ed - Respecting Each Other</b>	<b>Emotional Wellbeing- Secrets: Good or Bad!</b>	<b>Relationship &amp; Sex – Love, Marriage and babies</b>
	How do we keep ourselves safe at home and at school? What does it feel like to feel safe? What do I do to stay safe in unfamiliar surroundings? (beach safety/public safety/contact) Who can I ask for help if I don't feel safe? How does keeping clean keep me safe? (link to spread of germs)	What are the similarities and differences between boys and girls? (understanding names of basic anatomy) What do we mean by body privacy? What is appropriate touch and what is not? How has my body changed since being a baby? How do we change as we grow up? (friendships, appearances, feelings) What do we mean by respect and how do we give it? Why do we sometimes fall out with each other? How do our feelings impact ourselves and each other?	How do I know when to say yes and say no? What are secrets? Do we know other people's secrets? How might someone feel to be asked to keep a secret that worries them? Why is it important to tell an adult when there might be a secret that feels unsafe or worrying? How does our body/mind warn us when someone gets too close? What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?	Are all relationships the same? What happens when relationships go wrong? What is appropriate touch? <b>How are babies made? (Goodness &amp; Mercy Plans)</b> What is marriage? Who gets married? (G&M Plans) Are everyone's views on relationships the same? (Explore LGBTQ relationships/beliefs) What responsibilities do babies bring? What so FGM and why is it illegal?

	Willow Class	Birch Class	Sycamore Class	Oak Class
Autumn 1 Cycle B	<b>Self-Confidence (FS)</b>	<b>Self-Confidence (Yr2)</b>	<b>Self-Confidence (Yr3)</b>	<b>Self-Confidence (Yr5)</b>
	What is confidence and what does it look like? How do we become more confident? What should I do when I want to give up? What should I do when I find things tricky? How do we know if people are feeling confident? How have I improved my confidence at home and in school?	Why am I awesome? How can I help someone to become more awesome? Can I show a 'can-do' attitude when I find things tricky? Can we/I push ourselves/myself to complete a challenge? Can I push myself to complete a challenge? How have I become more independent recently?	What does confidence mean to me? How can I use my body language to show I am confident? Can I recognise a 'can-do' attitude in others? Can I push myself to complete a challenge? How can I complete tasks without the help of an adult or a classmate? How have I become more independent recently?	What does confidence mean to me? What do I need to be doing now, to be a confident, awesome hero in the future? Can I use confident body language? Can I rise to a challenge? What is confidence and what does it look like? How can I show that I understand the effect of mind chatter, self-talk and limiting beliefs?
Autumn 2 Cycle B	<b>Achievement &amp; Success (FS)</b>	<b>Achievement &amp; Success (Y1)</b>	<b>Achievement &amp; Success (Y3)</b>	<b>Achievement &amp; Success (Y6)</b>



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	<p>What have I already achieved in my life?          What is a goal and how do I achieve it?          Can I help others to achieve a goal?          What can I do when something is not working?          How will I know if I have achieved a goal?          What have I achieved at home?</p>	<p>Can I think of goals I have achieved and been successful at?          Can I think of goals that I would like to be able to achieve and be successful at?          Why is it important not to give up?          Can I help others achieve a goal?          How can we work as a team to achieve a goal?          How can I achieve my goals?</p>	<p>How can I achieve my goals?          How does it feel to achieve?          How can I help others to achieve and how can they help me?          Why is it important not to give up?          Can I help others to achieve?          Can I explain to others how to be successful?</p>	<p>Can I explain to others how to be successful?          Can I set myself goals/ targets for the future?          What can we learn from others about success?          What can we learn from failing? How will this help us to be successful?          What does it feel like to achieve?          Can I explain to others how to be successful?</p>
Spring 1 Cycle B	<p><b>Emotional Wellbeing- Fair vs Unfair</b></p>	<p><b>Keeping safe &amp; Managing Risk – Beach/dog/sun Safety</b></p>	<p><b>Physical Health &amp; Wellbeing – Gender Stereotyping</b></p>	<p><b>Financial Education – Managing Money</b></p>
	<p>What do we mean by being fair/unfair?          What are rules and why do we have them?          What laws do we have to live by at home and at school?          What happens if a rule is broken?          Is bullying fair?</p>	<p>What do we need to do to keep us safe on the beach?          Which people keep us safe? How do we keep ourselves safe?          How do we stop ourselves getting lost?          Who do we speak to if we are lost and need help?          What do we need to do to keep ourselves safe in the sun?          How do we keep ourselves safe around dogs when we see them?</p>	<p>What does being unique mean?          How are we all similar and different to each other?          What can boys and girls do?          Do we have to do what others think we should do?          What do we mean by disability?          What do we mean by love? Do boys have to love girls?</p>	<p>Where does money come from/how do we get it?          What do we do to manage our money?          Why do people save money?          What does it mean to be sensible with money?          How much do things cost?          What are banks and what do they do?          Is a credit card real money?          What happens when I borrow money?</p>
Spring 2 Cycle B	<p><b>Keeping safe &amp; Managing Risk – Keeping us safe!</b></p>	<p><b>Emotional Wellbeing- Antibullying</b></p>	<p><b>Keeping Safe &amp; Managing Risk – First Aid (Year 3) Puberty Yr 4 – see last year.</b></p>	<p><b>Relationships &amp; Sex- Puberty</b></p>
	<p>How do we keep ourselves safe at home and at school?          What does it feel like to feel safe?          What do I do to stay safe in unfamiliar surroundings? (beach safety/public safety/contact)          Who can I ask for help if I don't feel safe?          How does keeping clean keep me safe? (link to spread of germs)</p>	<p>What are the differences between joking, hurtful teasing and bullying and how do they make people feel?          How can we get help or help when we are worried about teasing or bullying?          How does it feel to do the right/wrong thing?          What behaviours show our friends that we care about them?          What does a good friend look like?</p>	<p>What are safety rules and laws?          How do we stop germs spreading and what is immunisation?          How and why do we clean our bodies?          How do we look after our bodies?          What do we mean by first aid? Who can do it?          What is water safety and how do we do it?</p>	<p>What are the different parts of our bodies called?          How do girl's bodies change in puberty?          How do boy's bodies change during puberty?  <b>Why do people have a baby?</b>  <b>Why do people have sex?</b>          What do we mean by consent?          What is the life cycle of a human?          How do we look after our bodies during puberty?          Why do we get sometimes fall out with friends?</p>
Summer 1 Cycle B	<p><b>Positive Relationships (FS)</b></p>	<p><b>Positive Relationships (Y2)</b></p>	<p><b>Positive Relationships (Y4)</b></p>	<p><b>Positive Relationships (Y5)</b></p>
	<p>What is belonging &amp; how do I know how I belong?          How can I tell how others are feeling?          Why do fun &amp; laughter feel good with others?          How can I play with, and lone, others?          How can I help others and what does it mean to be part of something bigger?          How have al worked on my positive relationships at home?</p>	<p>Can I explain to others how to be successful?          What is being a good friend and caring?          How can I help others feel like they belong and be a good friend?          What is my role in positive relationships and how can I resolve conflicts?          Can I reflect on the positive relationships in my life?          Can I identify ways in which a classmate adds to the positive relationships within the school?</p>	<p>Can I identify ways in which a classmate adds to the positive relationships within the school?          Where would you find positive relationships and what helps you feel like you belong?          How do you form positive relationships, when you're not sure what the other person or activity needs?          What is my role in creating positive relationships in school?          How can I create positive relationships and be part of something bigger?          Can I identify ways in which an adult at school adds to the positive relationships within the school?</p>	<p>Can I identify ways in which an adult at school adds to the positive relationships within the school?          Where would you find positive relationships and why are they so important in the workplace?          How can I create positive relationships, both in school and out of school?          How can I create positive relationships outside school and feel like I belong?          Can I reflect on the attributes that I have, to form positive relationships?          Can I identify ways in which an adult in the community adds to the positive feeling of our local area?</p>
Summer 2 Cycle B	<p><b>Coping Skills (FS)</b></p>	<p><b>Coping Skills (Y1)</b></p>	<p><b>Coping Skills (Y3)</b></p>	<p><b>Coping Skills (Y6)</b></p>
	<p>What do feelings mean and why do I need coping skills?          Can I change how my body acts when I'm worried or angry?</p>	<p>Can I identify ways in which an adult in the community adds to the positive feeling of our local area?</p>	<p>How might I use these skills in the future?          How can coping skills help me learn?          What is a mantra and how do they help people to cope?</p>	<p>What advice could I give to others about coping?          How can I develop good coping skills?          How can I help others to develop good coping skills?          How will I cope with secondary transition?</p>



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	<p>How do I cope when I can't do something yet? Do I know how to help myself feel better and have coping skills for outside school? Do I know how to feel better and help others feel better? What have I learnt about managing my worries and learning to cope?</p>	<p>How can I understand my feelings and make myself feel better? Do I know how to help myself feel better in school? Do I know how to help myself feel better and have coping skills for outside school? Do I know how to feel better and help others feel better when they are worried? How might I use these skills in the future?</p>	<p>When do I cope less well and what could I say to myself to help? How could a personal mantra help others? What advice could I give to others about coping?</p>	<p>Can I create a coping plan for the future? What advice will I give to my future self about coping?</p>
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