

PSHE RE: Primary Long-Term Plan – Bridge

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Things we are good at	<p>Core: Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique.</p> <p>Development: Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.</p>
Autumn 2	Self-Care, Support and Safety	Taking care of ourselves	<p>Core: Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g., brushing teeth, washing hands, getting dressed etc.).</p> <p>Development: Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.</p>
Spring 1	Changing and Growing	Baby to adult	<p>Core: Describe how our needs have changed since we were a baby.</p> <p>Development: Describe some of the things we can do now that we couldn't do when we were younger.</p>
Spring 2	Healthy Lifestyles	Healthy Eating part 1	<p>Core: Identify some examples of healthy foods.</p> <p>Development: Explain why some foods are healthier than others.</p>
Summer 1	The World We Live In	Respecting differences between people	<p>Core: Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p> <p>Development: Recognise that people who share one characteristic (e.g., race, religion, gender or disability) are all different and unique. Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p>
Summer 2	The World We Live In	Bambino Project	<p>Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.</p>

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Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Kind and unkind behaviours	<p>Core: Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset.</p> <p>Development: Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind.</p>
Autumn 2	Self-Care, Support and Safety	Keeping safe	<p>Core: Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.</p> <p>Development: Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire.</p>
Spring 1	Managing Feelings	Identifying and expressing feelings	<p>Core: Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p> <p>Development: Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>
Spring 2	Changing and Growing	Dealing with touch part 1	<p>Core: Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people’s bodies and to ask for permission before we touch them.</p> <p>Development: Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</p>
Summer 1	Healthy Lifestyles	Taking Care of physical health part 1	<p>Core: Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</p> <p>Development: Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy.</p>

Summer 2	The World We Live In	Jobs people do	<p>Core: Identify some of the ways in which different adults who work in school contribute to school life.</p> <p>Development: Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.</p>
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Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Playing and working together	<p>Core: Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by ‘being fair’ to one another.</p> <p>Development: Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don’t wait for our turn.</p>
Autumn 2	Self-Care, Support and Safety	Trust	<p>Core: Explain why ‘trust’ is not the same as ‘like’. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a ‘surprise’ and a ‘secret’. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone’s attention if something happens that makes us feel sad, worried or frightened.</p> <p>Development: Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don’t tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we’re asked to share information or keep a secret.</p>
Spring 1	Changing and Growing	Different types of relationships part 1	<p>Core: Identify different types of family.</p> <p>Development: Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p>

Spring 2	Healthy Lifestyles	Keeping well part 1	Core: Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Development: Identify some symptoms we may experience when we are not feeling well. Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.
Summer 1	The World We Live In	Rules and Laws	Core: Explain how rules help us; rules we have in the classroom and at home. Development: Identify particular rules in school that help to keep us safe and how they do this.
Summer 2	The World We Live In	Bambino Project	Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.

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Planning Year 4

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	People who are special to us	Core: Describe what makes our family, friends, teachers, carers special to us. Identify the people who make up our family. Development: Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family. Identify whom to tell if something in our family life makes us unhappy or worried.
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 1	Core: Demonstrate simple ways of communicating our choices to others. Development: Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.
Spring 1	Managing Feelings	Managing strong feeling's part 1	Core: Demonstrate vocabulary/ communication skills to express a range of different feelings. Development: Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.
Spring 2	Changing and Growing	Dealing with touch part 2	Core: Explain when and why physical contact may be inappropriate (e.g., it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. Development: Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.
Summer 1	Healthy Lifestyles	Healthy Eating part 2	Core: Identify some examples of foods that should only be eaten once in a while. Development: Explain why we might need to eat foods we might not like very much.

Summer 2	The World We Live In	Taking care of the environment	Core: Give reasons why it is important to take care of people, animals and all living things. Development: Describe our own home and explain how we and family members may take care of it.
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Planning Year 5

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 1	Core: Describe ways in which friends, classmates, family members may disagree and ‘fall out’. Development: Explain how other people may feel differently to us about the same situation and offer some examples.
Autumn 2	Self-Care, Support and Safety	Public and private	Core: Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/situations which we or others would expect to be ‘private’. Give simple examples of some things we might do in private but never in public. Development: Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.
Spring 1	Changing and Growing	Different types of relationships part 2	Core: Recognise others’ families in school may be different from their family. Development: Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.
Spring 2	Healthy Lifestyles	Taking Care of physical health part 2	Core: Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. Development: Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep.

Summer 1	The World We Live In	Belonging to a community	<p>Core: Describe things we do in the groups we belong to.</p> <p>Development: Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups.</p>
Summer 2	The World We Live In	Bambino Project	<p>Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.</p>

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Planning Year 6

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 2	Core: Demonstrate some ways of ‘making up’ after a falling out. Development: Identify how to treat ourselves and others with respect.
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 2	Core: Give examples of how people might use technology to communicate with others. Identify some risks of communicating online. Development: Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.
Spring 1	Managing Feelings	Managing Strong Feelings part 2	Core: Recognise ways we can help ourselves to feel better if we are feeling sad or upset. Development: Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.
Spring 2	Changing and Growing	Changes at puberty	Core: Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing. Development: Describe some of the physical changes that occur as we grow up (e.g., body shape, height, menstruation).
Summer 1	Healthy Lifestyles	Keeping well part 2	Core: Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them. Development: Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. Explain why we should never take someone else’s medication.
Summer 2	The World We Live In	Money	Core: Identify places or situations where money is used to pay for things (e.g., shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g., coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe. Development: Identify where we may get money from and for what reasons (e.g., presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others.

HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections,

for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Strand	Component	Planning Year and Term
Self-Awareness	Things we are good at	PY1 Autumn 1
	Kind and unkind behaviours	PY2 Autumn 1
	Playing and working together	PY3 Autumn 1
	People who are special to us	PY4 Autumn 1
	Getting on with others part 1	PY5 Autumn 1
	Getting on with others part 2	PY6 Autumn 1
Self-Care, Support and Safety	Taking care of ourselves	PY1 Autumn 2
	Keeping safe	PY2 Autumn 2
	Trust	PY3 Autumn 2
	Keeping safe online	PY4 Autumn 2

	Public and Private part 1	PY5 Autumn 2
	Public and Private part 2	PY6 Autumn 2
Managing Feelings	Identifying and expressing feelings	PY2 Spring 1
	Managing strong feeling's part 1	PY4 Spring 1
	Managing strong feeling's part 2	PY6 Spring 1
Changing and Growing	Baby to adult	PY1 Spring 1
	Dealing with touch part 1	PY2 Spring 2
	Dealing with touch part 2	PY4 Spring 2
	Different types of relationships part 1	PY3 Spring 1
	Different types of relationships part 2	PY5 Spring 1
	Changes at puberty	PY6 Spring 2
Healthy Lifestyles	Healthy Eating part 1	PY1 Spring 2
	Healthy Eating part 2	PY4 Summer 1
	Taking care of physical health part 1	PY2 Summer 1
	Taking care of physical health part 2	PY5 Spring 2
	Keeping well part 1	PY3 Spring 2
	Keeping well part 2	PY6 Summer 1
The World I Live In	Respecting differences between people	PY1 Summer 1
	Jobs people do	PY2 Summer 2
	Rules and laws	PY3 Summer 1
	Taking care of the environment	PY4 Summer 2
	Belonging to a community	PY5 Summer 1
	Money	PY6 Summer 2

In addition, The Talentino Bambino package will be incorporated to develop the 7 key employability skills. This project will be included on the PSHE RE plan for key stages 1 and 2 for pupils on the Bridge and Formal pathways.

The content used in this Long-term plan has been taken from the PSHE Association SEND curriculum