

PSHE RE: Primary Long-Term Plan – Formal

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Things we are good at	<p>Enrichment: Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives.</p> <p>Enhancement: Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them.</p>
Autumn 2	Self-Care, Support and Safety	Taking care of ourselves	<p>Enrichment: Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread.</p> <p>Enhancement: Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.</p>
Spring 1	Changing and Growing	Baby to adult	<p>Enrichment: Identify stages of the human life cycle.</p> <p>Enhancement: Explain how the needs of babies, children, adults and older people differ.</p>
Spring 2	Healthy Lifestyles	Healthy Eating part 1	<p>Enrichment: Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat.</p> <p>Enhancement: Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.</p>
Summer 1	The World We Live In	Respecting differences between people	<p>Enrichment: Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.</p> <p>Enhancement: Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.</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
Autumn 1	Self-Awareness	Kind and unkind behaviours	<p>Enrichment: Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g., omission/exclusion). Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p> <p>Enhancement: Explain that all bullying is abusive, and some can be prejudice-based (e.g. because of someone’s skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it. Identify different positive responses we can take towards unkind behaviour and bullying.</p>
Autumn 2	Self-Care, Support and Safety	Keeping safe	<p>Enrichment: Identify some different responsibilities we may have to help keep ourselves and others safe. Identify when someone might need first aid because they are hurt/ injured. Explain why it is important to persist with asking for help if our initial requests are not met or understood.</p> <p>Enhancement: Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations when we might feel afraid. Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>
Spring 1	Managing Feelings	Identifying and expressing feelings	<p>Enrichment: Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p> <p>Enhancement: Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>
Spring 2	Changing and Growing	Dealing with touch part 1	<p>Enrichment: Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.</p> <p>Enhancement: Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary.</p>
Summer 1	Healthy Lifestyles	Taking Care of physical health part 1	<p>Enrichment: Describe what might happen if we don’t take care of our personal hygiene.</p> <p>Enhancement: Explain why it is important to take care of our bodies both now and in the future.</p>
Summer 2	The World We Live In	Jobs people do	<p>Enrichment: Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.</p> <p>Enhancement: Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs.</p>

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Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Playing and working together	<p>Enrichment: Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. Describe how to recognise if someone else has missed their ‘turn’; explain how this might make them feel; demonstrate how to resolve this.</p> <p>Enhancement: Explain why listening and respecting others’ points of view helps us to get on with others. Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Explain why ‘turn-taking’ can help everyone to feel included.</p>
Autumn 2	Self-Care, Support and Safety	Trust	<p>Enrichment: Describe ‘degrees of trust’ — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). Explain that if we don’t feel sure about sharing information or feel pressured, we don’t have to. Give examples of how others may put us under pressure to do something. Explain what a ‘dare’ is and what people might say or do if they are ‘daring’ us. Identify some basic strategies for saying ‘no’ to pressure or dares. Identify whom to tell in different situations and what we could say.</p> <p>Enhancement: Give examples of when we might take back our trust if we feel someone no longer deserves it. Describe how we might feel if someone has dared us to do something. Explain or demonstrate strategies to resist pressure to behave in inappropriate ways. Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p>
Spring 1	Changing and Growing	Different types of relationships part 1	<p>Enrichment: Recognise that two people in a long-term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p> <p>Enhancement: Explain the features of a healthy and positive friendship or family relationship.</p>
Spring 2	Healthy Lifestyles	Keeping well part 1	<p>Enrichment: Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g., doctors, nurses, pharmacists) and someone who cannot (e.g., our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>Enhancement: Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g., alcohol).</p>

Summer 1	The World We Live In	Rules and Laws	<p>Enrichment: Explain how rules and laws help us to live and work with other people outside of school.</p> <p>Enhancement: Identify what might happen if we did not have rules and laws or if people ignored them.</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 4

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	People who are special to us	<p>Enrichment: Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family.</p> <p>Enhancement: Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. Identify ways in which we can get help if people have been unkind to us or our friends. Describe ways in which families can be different.</p>
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 1	<p>Enrichment: Explain how other people’s identity online can be different to what it actually is in real life.</p> <p>Enhancement: Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. Explain how what we post online might affect ourselves or others.</p>
Spring 1	Managing Feelings	Managing strong feeling’s part 1	<p>Enrichment: Give simple reasons why it is important that others know how we are feeling.</p> <p>Enhancement: Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p>
Spring 2	Changing and Growing	Dealing with touch part 2	<p>Enrichment: Explain how we can respect other people’s right to protect their bodies from inappropriate/ unwanted touching. Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</p> <p>Enhancement: Identify someone we could safely go to for help if we are worried about ourselves or someone else.</p>
Summer 1	Healthy Lifestyles	Healthy Eating part 2	<p>Enrichment: Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</p> <p>Enhancement: Identify some influences on our food choices, and when these might be positive or negative.</p>
Summer 2	The World We Live In	Taking care of the environment	<p>Enrichment: Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets.</p> <p>Enhancement: Explain what might happen if the wider environment is not taken care of (e.g., litter, graffiti, vandalism, pollution).</p>

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Planning Year 5

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 1	<p>Enrichment: Explain why it is important to listen to others’ point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.</p> <p>Enhancement: Explain that our feelings about other people can change and that this is okay.</p>
Autumn 2	Self-Care, Support and Safety	Public and private	<p>Enrichment: Describe how we might feel if our personal belongings are lost or damaged. Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings. Explain the importance of respecting others’ belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others.</p> <p>Enhancement: Demonstrate ways to give and not give permission when asked to lend belongings. Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. Explain why we should tell a trusted adult even if someone has told us not to.</p>
Spring 1	Changing and Growing	Different types of relationships part 2	<p>Enrichment: Recognise that two people who love and care for one another may or may not have children. Identify some of the roles and responsibilities of parents and carers.</p> <p>Enhancement: Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>
Spring 2	Healthy Lifestyles	Taking Care of physical health part 2	<p>Enrichment: Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don’t protect them from overexposure to the sun.</p> <p>Enhancement: Explain some things that can stop us sleeping well and suggest ways to manage these. Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.</p>
Summer 1	The World We Live In	Belonging to a community	<p>Enrichment: Describe what it means to be part of a community. Identify different groups that make up our community.</p> <p>Enhancement: Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to.</p>

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 6

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 2	<p>Enrichment: Describe what it means to ‘fall out’ with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</p> <p>Enhancement: Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</p>
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 2	<p>Enrichment: Explain how to respond if we’re not sure if someone online is who they say they are. Identify some benefits of balancing time on electronic devices with other activities.</p> <p>Enhancement: Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. Identify basic rules for using social media, including age restrictions and why they exist. Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p>
Spring 1	Managing Feelings	Managing Strong Feelings part 2	<p>Enrichment: Describe some simple ways we can help others to feel better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy.</p> <p>Enhancement: Describe or demonstrate how to respond appropriately to others’ feelings.</p>
Spring 2	Changing and Growing	Changes at puberty	<p>Enrichment: Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p> <p>Enhancement: Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing.</p>
Summer 1	Healthy Lifestyles	Keeping well part 2	<p>Enrichment: Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g., our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people’s health. Identify whom we can talk to if we are worried about health.</p> <p>Enhancement: Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.</p>

Summer 2	The World We Live In	Money	<p>Enrichment: Identify what is meant by a 'need' and a 'want' in relation to spending money. Give some simple examples of what might be a 'need' and a 'want'. Explain what it means to save money and why we might do it.</p> <p>Enhancement: Explain what is meant by the term 'afford' (in the context of money). Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>
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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